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ABSTRACT

This packet is designed for use by persons conducting staff-development workshops on reading readiness and beginning reading. Organized according to an "interrelatedness concept of readiness," the materials cover six interdependent factors: physical, perceptual, cognitive, linguistic, psychological, and experimental/environmental. The packet contains sequential activities based on 13 major objectives; each objective is accompanied by suggested strategies and required materials, as well as by additional resources and references. Master copies, suitable for making overhead transparencies, and sample reading-readiness tests are included. (MAI)

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READING READINESS AND BEGINNING READING

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READING
READINESS
AND
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READING

Florida Department of Education
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Bureau of Curriculum and Personnel Development

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READING READINESS - BEGINNING READING

INTRODUCTION

This packet is designed for use by persons conducting staff development workshops on reading readiness - beginning reading. The activities, suggestions, and strategies contained in this packet should adequately cover the topic. However, you do not need to implement the activities as outlined. Nor do you have to deal with every activity. You may select those activities appropriate to your particular needs and time constraints.

This packet approaches readiness as a series of interrelated and interdependent factors: physical, perceptual, cognitive, linguistic, psychological, and experimental/environmental. These six factors are presented in relation to one another, and not as six easily identifiable factors to be assessed or developed in isolation. It will be imperative that you, as a consultant or workshop leader, be comfortable with this "interrelatedness concept of readiness" before proceeding with the suggestions and activities presented.

This packet is organized as sequential activities based on 13 major objectives. Each objective is accompanied by suggested strategies, materials you will need, and additional resources and references, where appropriate. Master copies suitable for making overhead transparencies are included in the packet and are arranged in numerical order - TRANSPARENCY 1, TRANSPARENCY 2, etc. You will definitely need an overhead projector and screen for the activities as outlined. A chalkboard or large chart pad with stand should also be available. No other audio-visual equipment is necessary, unless you need it for your own added activities.

This packet contains suggested activities and guidelines for you to follow; it obviously does not exhaust the topic. It should be viewed as a series of "structured creative experiences" which provide the parameters in which you can work and feel comfortable. You are strongly encouraged to add your own concepts, ideas, activities, and strategies in reference to your understandings, and especially in reference to your particular target group. Remember, some workshop participants will be "more ready for readiness" than others.

WORKSHOP NEEDS ASSESSMENT

Directions: Please check those items on the list below for which you would like special emphasis placed during this workshop. Add items if you wish.

____ factors which influence readiness

____ assessment of factors which influence readiness

____ utilization and organization of assessment information

____ instructional techniques which develop readiness

____ the parent's role in developing readiness

____ approaches to beginning reading

____ instructional techniques for beginning reading

Other areas I would like to see covered in the workshop.

My position in the school is ____________________

OBJECTIVES

Basically, the first nine objectives deal with what readiness is, how it can be assessed, and how it can be developed; objectives ten and eleven deal with beginning reading; objective twelve deals with "involvement of others"; and objective thirteen consists primarily of a make-and-take session in which the participants can make various games, gameboards, other manipulatives, and learning activities which relate to reading readiness.

A brief informal "Workshop Needs Assessment" form is available for your use.

The major goals or objectives are:

1. To identify the major aspects of readiness.
2. To develop the concept of individual growth patterns in all readiness areas.
3. To develop the concept of "Wholeness of Experience."
4. To develop the concept that the teachers' understanding of readiness affects their expectations of the child and the ensuing actions.
5. To develop the concept that everyone is ready to learn something; the question becomes "What am I ready to learn?" and "How am I to learn it?"
6. To develop the concept of assessment and to differentiate between formal and informal assessment.
7. To question the conventional wisdom concerning standardized reading readiness tests.
8. To develop the concept that teacher observations of children in everyday situations have great potential for both assessment and follow-up instruction.
9. To develop the concept that an activity can serve as both an instructional and an assessment procedure.
10. To develop the concept that the language-experience approach can be initiated in kindergarten.
11. To develop the concept that there are several approaches to beginning reading.

12. To develop the concept of "involvement of others"; including (but not limited to):

    a. Parents - in the home and at school

    b. Older students

    c. Other adults - volunteers and trained para-professionals.

13. To conduct a "make-and-take" workshop session in which participants can develop materials that can be used in the classroom for both assessment and instruction.

In the following pages, each objective will be followed by a brief "objective overview" which will explain the nature of each objective and will indicate how the various strategies and activities presented are related to each objective.

It is strongly recommended that you read through the entire packet before you begin or before you choose any specific objectives for presentation.

OBJECTIVE 1

OBJECTIVE 1: To identify the major aspects of readiness.

OBJECTIVE 1 - Overview: Objective 1 is an initiating activity, designed to get the participants thinking, interacting, and openly exploring "readiness" in its many aspects. The group will react to an incomplete sentence: "A child is ready to learn when..." The activity is open-ended; there are no right or wrong answers, although some channeling of responses and grouping of comments will be necessary. A TRANSPARENCY - "Factors which Influence Readiness" - will be used as a culminating activity leading to Objective 2.

Strategies: This is a small group activity. Each group will receive a blank transparency and a marking tool. Each group should complete this sentence: "A child is ready to learn when..." Each group will discuss the question among themselves and list their answers on the blank transparency. After approximately 20 minutes, a spokesman for each group will share those responses while displaying the transparency. As each group responds, make an abbreviated list of the responses on a chalkboard or chart pad. You may wish to group the responses by major categories - physical, perceptual, psychological, etc. This discussion should lead to TRANSPARENCY 1: "Factors Which Influence Readiness." TRANSPARENCY 1 separates readiness into six major categories - physical, perceptual, cognitive, linguistic, psychological, experimental/environmental - and lists specific factors under each. This diagram is presented primarily for awareness, discussion, and comparison with a more interrelated view of the factors of readiness, to be presented in Objective 2. Please note that although this is a convenient way of categorizing readiness factors, it is not the only way, and is not the way that is emphasized in this packet.

Materials: Blank transparencies; grease pencils or transparency marking pens; TRANSPARENCY 1; chalkboard or chart pad; chalk or wide marking pen.

References & Resources: None.

OBJECTIVE 2

OBJECTIVE 2: To develop the concept of individual growth patterns in all readiness areas.

OBJECTIVE 2 - Overview: Objective 2 should evolve naturally from the discussion and activities conducted for Objective 1. Its main functions are (1) to present and emphasize the interrelatedness of the various aspects of readiness, and (2) to reinforce the concept of the uneven growth patterns in children's development in relation to the six readiness aspects previously presented. Two transparencies and an open discussion will be used. Please understand that there is no clear-cut ending to Objective 1 and no clear-cut beginning to Objective 2. One flows naturally into the other.

Strategies: Display TRANSPARENCY 2: "Ms. Ginger Bready," which very simply displays the concept of the interrelatedness of the various aspects of readiness in each child. This "interrelatedness concept of readiness" is offered as an alternative to the isolated presentation in TRANSPARENCY 1.

Next, display TRANSPARENCY 3: "Readiness Development for Three Children." Briefly, discuss the individualized and varied development (displayed simply as HIGH or LOW for each child). Make very clear that no one child's development is necessarily better than any other's. Each child must be viewed as a unique and aspiring individual, having both strengths and weaknesses. Remind participants that the "average" child will be hard to find in any classroom situation - especially in the readiness situation. This presentation of the individuality of readiness will lead to Objective 3.

Materials: TRANSPARENCIES 2 & 3.

References & Resources: None.

OBJECTIVE 3

OBJECTIVE 3: To develop the concept of "Wholeness of Experience."

OBJECTIVE 3 - Overview: Objective 3 is designed to reinforce the interrelatedness of the various aspects of readiness and to introduce the concept of "Wholeness of Experience" The various areas of readiness do not develop in isolation; therefore, they do not always have to be assessed or developed in an isolated fashion. One visual is available to emphasize this objective.

Strategies: Display TRANSPARENCY 4, which depicts a series of interlocking labeled circles with "Experience" at the center, stressing its influence over all the other aspects. This visual will reinforce the interrelatedness concept of readiness as presented in TRANSPARENCY 2: "Ms. Ginger Bready." Attitudes and Feelings correlate with Psychological; Language and Thinking relate to Cognitive and Linguistic. Experience is presented not only as that which has already happened, but something happening now. Stress the

"Wholeness of Experience" concept, and indicate that the various identifiable areas of "readiness" do not in an isolated manner, and reemphasize that it is not always necessary to isolate the various factors either for assessment or development. This idea will be continued in future objectives.

Materials: TRANSPARENCY 4.

References and Resources: None.

OBJECTIVE 4

OBJECTIVE 4: To develop the concept that the teachers' understanding of readiness affects their expectations of the child and influences their actions with children.

OBJECTIVE 4 - Overview: This objective is designed to introduce the concept of expectations of both teacher and pupil. Expectations, coupled with the teacher's understanding of the concept of readiness, lead to certain actions (for both teacher and pupil) which develop into either a successful or an unsuccessful situation.

Strategies: Display TRANSPARENCY 5. Use a cover sheet and reveal each item individually, moving from top to bottom.

The first item, "Understanding the Concept of Readiness," reviews earlier workshop discussion and participant understanding. The next item, "Expectations," deals with the influence of teacher expectations on pupil's subsequent performance. Obviously, the child's own expectations must be considered as a contributing factor. Thus, teacher understanding coupled with teacher and pupil expectations will greatly influence what course of actions are taken (again, considering both the teacher and the pupil). The ultimate result of this interaction of understandings, expectations, and actions will be a successful or unsuccessful (failure) situation for the pupil and for the teacher.

It will not be necessary to dwell at length on this visual, but some input from participants as to their feelings and concerns about this understanding-expectation-action interaction would be recommended. (Some teachers might be willing to share personal experiences concerning this interaction concept.) This activity will lead to Objective 5, which can be considered as the culmination of the introductory activities.

Materials: TRANSPARENCY 5

References & Resources: None

OBJECTIVE 5: To develop the concept that everyone is ready to learn something, the question becomes "What am I ready to learn?" and "How am I to learn it?"

OBJECTIVE 5 - Overview: Objective 5 culminates the introductory activities. It develops the concept that "everyone is ready to learn something" (adults as well as small children). It attempts to have the participants experience "readiness" at an adult level. In a guided discussion of some current, popular adult-oriented activities it is informally determined which participants might be "ready" to engage in them, which participants are beyond the readiness stage, etc. The activity concludes with a brief discussion of three "readiness" case studies.

Strategies: TRANSPARENCY 6 displays two questions: "What am I ready to learn?" and "How am I to learn it?" Reveal each sentence one at a time, indicating to the group that these two questions result from the previous activities and are the two key questions which teachers must consider for each child; i.e., the teacher will be the prime determiner of the answers to these two questions for each child.

Then ask the participants to assess the following activities in terms of their own personal "readiness" perceptions, considering the various readiness aspects previously identified and considering the interaction of understandings-expectations-actions. The basic concern here is to focus on who is ready, who isn't ready, who is beyond readiness, who isn't interested, etc. - that is, the "individuality of the readiness experience." You may wish to keep an informal tally of responses - "ready," "not ready," "advanced," etc. The following activities are a few that you might consider:

- crewel embroidery - needlepoint
- planting a terrerium
- furniture refinishing
- winemaking
- assembling Christmas toys
- ceramics
- candle making
- photography

Responses to the above activities should focus on the two questions: "What am I ready to learn?" and "How am I to learn it?" In response to the first question, some of the participants may suggest other activities that they are ready to learn, thus further promoting the individuality of the readiness experience.

The culminating activity will be the sharing of three brief case studies. These case studies are available in RESOURCE 1. These case studies were developed to emphasize the individuality of the various aspects of readiness for each child, and to reinforce the understanding of the readiness-expectation-action concept as presented in Objective 4. You may know of other case studies, through reading or personal experience, which you may wish to share in place of or along with the three indicated here. But don't overdo a good thing!

It would be worthwhile to elicit from the group some personal "case studies" which they might share. The informal manner in which readiness was assessed in the case studies will be a good lead-in to a more thorough exploration of assessment to begin in Objective 6.

Materials: TRANSPARENCY 6

References & Resources: RESOURCE 1

OBJECTIVE 6

OBJECTIVE 6: To develop the concept of assessment and to differentiate between formal and informal assessment.

OBJECTIVE 6 - Overview: Objective 6 distinguishes between standardized, criterion-referenced, and informal evaluation procedures. (This objective is very basic and may not be necessary or appropriate given the sophistication of your target audience.)

Strategies: Display each TRANSPARENCY, 7 through 16, and briefly comment on each. The transparencies are self-explanatory. Remember that this is not a workshop on testing and evaluation. Therefore, in-depth coverage or discussion of this objdctive is neither necessary nor appropriate. Given the nature of your target audience, you may feel that this objective is not really necessary at all (which is perfectly okay). The interest inventory (TRANSPARENCY 15) is only a model, a sample of the types of questions which might be asked, and should be presented with that in mind. Workshop participants might be good sources for possible questions appropriate for interest inventories or for informal evaluative procedures in general. Specific information on standardized reading readiness tests will be presented in Objective 7.

Materials: TRANSPARENCIES 7 through 16

References & Resources:

Blanton, William E., et. al. (Eds.). *Measuring Reading Performance.* Newark, Delaware: IRA, 1974; especially: Womer, Frank B., "What is Criterion-Referenced Measurement?"

Farr, Roger (Ed.). *Measurement and Evaluation of Reading.* New York: Harcourt Brace, 1970.

McGinitie, Walter H. (Ed.). *Assessment Problems in Reading.* Newark, Delaware: IRA, 1973; especially: Otto, Wayne, "Evaluating Instruments for Assessing Needs and Growth in Reading."

OBJECTIVE 7

OBJECTIVE 7: To question the conventional wisdom concerning standardized reading readiness tests.

OBJECTIVE 7 - Overview: This objective is specifically designed to discuss standardized reading readiness tests - especially their predictability or lack of it. It does not sanction the elimination of standardized reading readiness tests, nor does it promote one test over another. It merely attempts to put the tests in proper perspective, discuss their values and limitations, and point out the often unstressed value of teacher observation and judgement in the overall prediction process. A five-question visual will be the initiator for the discussion.

Strategies: Display TRANSPARENCY 17, which contains the following five questions:

1. Do standardized reading readiness tests predict later reading achievement?

2. Do most readiness tests measure the same factors?

3. Do the scores on subtests of readiness batteries provide an accurate profile of strengths and weaknesses?

4. Do scores on readiness tests reflect different approaches to reading that the child may encounter?

5. Can teacher judgement be as reliable as a standardized test for predicting success in beginning reading instruction?

These questions might be handled in a number of ways. You may wish to display all five questions simultaneously or reveal them one at a time and discuss each one in turn. You may wish to have the group react informally to each question with a simple yes/no answer or a one sentence comment. You may wish to form small groups and have them formulate brief answers to each question which would in turn be shared with the whole group.

Brief answers to each question are provided here for your convenience along with resources for more detailed information.

1. Do standardized reading readiness tests predict later reading achievement?

Scores on standardized readiness tests are related to scores on later reading achievement tests, but the relationship between the two has never been demonstrated to be a cause-effect relationship. The correlation coefficients between various reading readiness tests and standardized measures of reading have been reported to range from .40 to .70. Usually, the more closely the test factors resemble the actual reading act, the higher the relationship between the readiness test and reading achievement is likely to be. Further, readiness tests results for low achievers on the test are less reliable than for children scoring high. Many first grade "readers" have scored poorly on readiness tests even though they could read, primarily because they bypassed conventional readiness activities.

2. Do most readiness tests measure the same factors?

No! *There is little agreement as to the factors to be included and measured or in the specific method for measuring the various sub-skills. Across the various tests, similar subtests are often assigned to tests that measure different abilities. In analyzing five commonly used readiness tests, Barrett found little agreement in terms of test content. (The Barrett article, "Predicting Reading Achievement through Readiness Tests," found in Farr's* Measurement and Evaluation of Reading, *provides an excellent table entitled "The Content of Five Standardized Readiness Tests," which lists the "readiness factors measured" and the "number of tests measuring the factor." The table was not reproduced as part of this packet due to copyright restrictions. You are strongly encouraged, however, to locate the source, and share this tabularized information; it would make a good transparency.)*

3. Do the scores on subtests of readiness batteries provide an accurate profile of strengths and weaknesses?

Not reliably. Typically, composite scores, rather than subtest scores, have been used to decide whether children are ready or not ready to benefit *from reading instruction. The fact that there is no clear-cut agreement as to what subtests should be included in an overall battery makes individual profiles difficult. Also, since interco/relations between subtest scores are usually high, it indicates that independent skills are not being measured.*

4. Do scores on readiness tests reflect different approaches to reading that the child may encounter?

No! *Different approaches to reading probably require somewhat different abilities, understandings, and profiles of growth. For example, a strong phonics emphasis places different demands on children than a strong whole word approach. Neither approach is necessarily superior; it is a question of which approach best fits a given child. There are, in actuality, readinesses for reading. Conversely, it is incorrect to assume certain deficiencies will clearly make a child unable to profit from all types of reading instruction. Therefore, readiness tests should be selected with specific instructional situations in mind.*

5. Can teacher judgement be as reliable as a standardized test for predicting success in beginning reading instruction?

Yes! *Competent teachers are good judges of a child's readiness to profit from a formalized program of reading instruction. According to Ruddell (1974, p. 319), "teacher observation of classroom prereading performance is, the most valid way of determining reading readiness." Research verifies this statement. (See Mattick, William E., "Predicting Success in the First Grade," in Farr's* Measurement and Evaluation of Reading.*) Teacher judgement combined with standardized test scores would prove to be most reliable. (A list of ten observational factors for teachers to consider can be found in Ruddell's* Reading-Language Instruction: Innovative Practices. *The list was not included in the packet due to copyright restrictions. You are again encouraged to locate the source and avail yourself of this list. It would also make a good transparency.)*

After discussing the pros and cons of standardized readiness assessment and the importance of the teacher's observations, display TRANSPARENCY 18: "Hints for Administering" Readiness Tests. This is simply a list of 10 basic items to keep in mind when administering standardized readiness tests. (The items are appropriate for other standardized testing situations, as well.) The items are self-explanatory, and will require no lengthy discussion.

A list of 19 readiness tests, indicating the levels and the subtests/skills measured in each test is available in the packet. You can indicate that this is available and that participants will receive a copy at the workshop's conclusion.

Materials: TRANSPARENCIES 17 and 18

References & Resources: It may be worthwhile to have specimen or sample copies of various readiness tests available for the participants. An interesting test item to share (and one with which not many people are familiar) is the *Boehm* (rhymes with "game") *Test of Basic Concepts*. This criterion-referenced test, appropriate for grades K, 1, and 2, measures the young child's mastery of 50 basic concepts (top, through, away from, next to, etc.) - concepts that are indispensable to understanding what teachers and fellow pupils are saying and what the child is learning to read. The test identifies:

1. Children whose overall level of concept mastery is low;
2. The particular concepts not known to an individual child; and
3. The proportion of children in a class who have not mastered any given concept.

The newly revised 1976 edition of the *Metropolitan Readiness Tests*, now in two levels, is also available and might be interesting to share.

A comprehensive source for test evaluation is:

Hoepfner, Ralph, Stern, Carolyn, and Hummedal, Susan G. (Eds.). *CSE-ECRC Preschool/Kindergarten Test Evaluations*. Los Angeles: Center for the Study of Evaluation and the Early Childhood Research Center, UCLA Graduate School of Education, 1971.

OBJECTIVE 8

OBJECTIVE 8: To develop the concept that teacher observations of children in everyday situations have great potential for both assessment and follow-up instruction.

OBJECTIVE 8 - Overview: Objective 8 is designed to explore the potential of teacher observation for both assessment and instruction. It is largely group-directed. Although there are certain response stimulators available, the responses and answers provided by the teachers (especially those in the early grades) will have instances in which their observations of children's behavior, both formal and informal, provide insight into needed instructional procedures or, at least, increase their bank of information pertaining to the potential of observation. Handouts listing various activities to encourage development in oral language, listening, auditory discrimination, and five other areas are available. This is a rather long objective with many activities, handouts, and visuals. It will be important to read through this objective thoroughly. Individual adjustments in the strategies may be necessary according to your audience, time frame, etc.

Strategies: Divide into small groups according to your choosing. Display TRANSPARENCY 19, which is simply a one-sentence synopsis of each of the three case studies (Doug, Janet, and Charles) presented earlier in Objective 5. this visual is provided for review purposes. Ask each group to consider the following three points in reference to Doug, Janet, and Charles:

1. Behavior must be observable (what was actually observed about each child).
2. Conditions in which the observation occurs must be considered.
3. Behavior should be recorded in some manner.

Ask the groups to informally generate some implications of these three points as they pertain to the case studies. Have the small groups report back to the large group. It should not be necessary to make a record of responses. This activity is mainly a starter for a further, more thorough exploration of teacher observations to follow.

Next, provide each small group with a "student characteristics" index card. The information for each card is provided below; four are provided, you may add more if you wish. You will have to write out the index cards.

Sam

male
energetic
does not stay with many activities to completion
has a mother and grandmother living with him but no father at home
lower middle class socioeconomic status

Nancy

female
quiet, withdrawn
does not participate willingly in group activities
comes from a large family
economically disadvantaged

Bart

male
very verbal, but rarely follows instructions
can't tie his shoes or button his shirt
terrible temper tantrums
constant "runny nose"
middle socioeconomic class

Shirley

very alert
listens and follows instructions well
writes her own and her sisters' names
quiet, but is easily involved in discussions
lives with parents and three older sisters
family travels extensively

More than one group may use the same card. However, you may make up more cards if you wish.

Ask each group to answer these questions regarding their student:

1. What do you wish to observe about this child?
2. What situations (conditions) could you design to observe this child? (Try to utilize a situation that is relatively easy to establish in your teaching situation.)
3. How might you record your observations?

As each group reports its results, display the characteristics of each child on a chart large enough for the entire group to read. Since more than one group may be working with the same data, there should be diverse results. This should reinforce the concept presented in a previous objective (TRANSPARENCY 5).

Your Understanding of Readiness

Expectation

Actions

Success

Failure

Be sure to list on chart paper suggestions for recording observations.

When you are satisfied that these three questions have been thoroughly explored, move on to the next activity.

This next activity will, again, be conducted in small groups. Each group will receive a "situation sheet" - see RESOURCE 2 for a model. You may hand out blank pieces of paper and have the groups make their own, following your model, if you wish. Each group will be given a different situation with which to react. Some sample situations are provided and are listed below:

block corner
field trips
show and tell
homemaking center
dictation activity
playground
classroom pets
story reading

You may use these suggestions or others which you feel may be more appropriate. When each group has a "situation sheet" and a specific situation, have them respond to these three questions:

1. What areas of development are likely to be observed?
2. What specific behaviors might you observe that would suggest that a youngster may be less mature in one or more areas of development?
3. What might be some appropriate activities for a child experiencing difficulties in one or more areas?

After sufficient time for the groups to respond to the "situation sheets" and the three questions, have the groups share their answers. Allow for reactions and input from the large group pertaining to any of the specific situations; i.e., someone in the "show and tell" situation may have pertinent comments about the "block corner" situation.

A series of cartoon-type visuals pertaining to eight areas of development are available. You may wish to use these visuals to group or channel the participants' responses. Each cartoon is labeled "How to Encourage..." followed by a specific area of development; e.g., "How to Encourage Effective Listening" (TRANSPARENCIES 20 through 27). There is also a resource (3) for each area of development which lists various activities which are appropriate for each area. The participants will receive these handouts along with the packet. However, you may wish to have some of the information copied for distribution at this point, for purposes of discussion, information, or clarification of key items.

Before leaving this objective's strategies, it might be worthwhile to discuss briefly some inappropriate situations which the participants may have observed. Inappropriate situations might be:

1. All children on the same workbook page at the same time.
2. Copying lengthy work from the board.
3. Completing (or expecting to) four ditto sheets in one morning.
4. Being drilled on isolated sounds.
5. Tracing and coloring alphabet letters day after day.
6. Having no successful experiences in a week's time.
7. Being told your "creative" art project doesn't really look like a cat in a treehouse.

The group might add many more. Remember, however, do not dwell on the negative or point the finger of blame, but merely point out that these practices do exist.

Materials: TRANSPARENCIES 19 through 27

References & Resources: RESOURCES 2 and 3

OBJECTIVE 9

OBJECTIVE 9: To develop the concept that an activity can serve as both an instructional and an assessment procedure.

OBJECTIVE 9 - Overview: The objective of this small group activity is to demonstrate to the group the use of any given classroom activity for either teaching or testing, or both. The activity should further help to distinguish between testing and teaching. The small groups will generate activities or testing procedures in response to stimulus skills provided by the consultant, and each group will share its answers with the larger group.

It will be important to emphasize throughout this activity that there is a distinction between teaching and testing. For example, if children cannot trace a certain geometric figure, providing them with multiple dittoes of the same geometric figure is not teaching - it's simply more testing. Some teaching must intervene - and the distinction between teaching and testing must be made.

Strategies: This is a small group activity. As with past strategies, the groups may be formed at your choosing. Entry Skills - Readiness (RESOURCE 4) provides a list of suggested pretest and teaching activities for various readiness skills in a number of developmental areas - Language Development, Auditory Discrimination, Eye-Hand Coordination, Listening Comprehension, Visual Discrimination, Viewing Comprehension, and Visual Memory. You should select four or five skills, place them on index cards, and provide one card for each group. Select the skills from several developmental areas. A suggested selection might be:

Skill: *Illustrates and discusses preposition words (skill #4, Language Development)*

Skill: *Identifies own name (skill #5, Visual Discrimination)*

Skill: *Sequential order (skill #2, Viewing Comprehension)*

Skill: *Describes picture recently removed (skill #5, Visual Memory)*

On the index cards (or a piece of paper) write the Skill, the Objective, the Pre-Test, and one Activity, if more than one is given.

The groups' tasks are:

1. To determine if there is a clear distinction between the teaching and the testing activity for this skill, and if not, how could the distinction be determined.

2. To generate any other pre-test activities which they feel might be appropriate.

3. To generate a series of activities which might be used to teach the skill with which they are working.

After a reasonable period of time, have the small groups share the skills, tests, and teaching activities that they have generated.

After ideas have been shared, and before the small groups disband, display TRANSPARENCY 28 - How Cooking Helps Develop Readiness. The purpose here is to indicate to the group how various classroom situations, in this case a cooking experience, can lend themselves to a variety of skill development activities. This brief activity will reinforce the point that skills do not develop in isolation.

Seven skills are listed on the "Cooking" transparency. Ask "How might a cooking experience promote development of this skill?" Then, deal with each of the seven skills in order. Oral responses from anyone in the group will be sufficient.

When all seven skills have been explored, ask each group to generate at least one way in which the skill with which they just worked might fit in or relate to a cooking experience. Share the small group ideas with the large group. Thus, this activity will close with a discussion of interrelated skill activities centered around a specific classroom experience.

PLEASE NOTE that at this point the discussion of and activities focused on readiness will, for the most part, be completed. The activities which follow will relate more to beginning reading types of activities. As such, this would make a good breaking point in the workshop activities. As you are aware, there is no clear-cut point in the classroom when readiness ends and reading begins, and we do not imply that in this packet. The transition from readiness to reading will be made through a discussion of the Language Experience Approach which lends itself to an interrelated skills approach and which, in the classroom, would be a good culmination to a cooking experience.

Materials: TRANSPARENCY 28

References & Resources: RESOURCE 4

OBJECTIVE 10

OBJECTIVE 10: To develop the concept that the Language Experience Approach can be initiated in kindergarten.

OBJECTIVE 10 - Overview: The basic rationale of the Language Experience Approach lends itself to the "interrelatedness" concept of readiness. The rationale, in a very simplified form, is

> "What a child thinks, he can say -
> What he can say, he can write (more realistically,
> someone can write for him) -
> What he can write, he can read."

Almost all early elementary school teachers will be familiar with Language Experience in some manner. This objective will provide reinforcement concerning what Language Experience is and what it can do, and specifically how it can effectively bridge the gap between readiness and reading (if such a gap actually exists).

Language Experience is the most personal of all the reading approaches, since children are dealing with their very own experiences, observations, and perceptions. Language Experience stories, or charts, may range from a five or six sentence story that is well illustrated to one that contains only A, B, C, 1-2-3, illustrated with some dabs of color here and there at random. Both are acceptable; both are shareable.

Various possible strategies are presented to deal with the Language Experience Approach. A number of resources dealing with Language Experience are contained in the packet.

Strategies: There are a number of possibilities for dealing with Language Experience, and, again, small groups will facilitate the activities.

A good starter would be to have some actual Language Experience products available which can easily be displayed for all to see. Some stories might be placed on transparencies for overhead projection. A range of sophistication should be included in the display from the A-B-C type to the more advanced five or six sentence type.

If at all possible, contact some of the participants prior to the workshop and ask them to bring some student Language Experience products with them for sharing with other participants. Encourage them not to select only the "best" products, but rather a range of stories and styles.

If it is not possible to secure actual student products, any or all of the following strategies might be in order:

1. Have the participants in their small groups share among themselves various methods they have utilized as vehicles for Language Experience activities. The two page resource entitled "Making Class Books" (RESOURCE 8) offers some starter suggestions, if needed. Most participants will have similar experiences to share, much like "Things that are Round" by Joe, and "My Empty Plate" by Gertrude. After a series of activities, stories, and personal anecdotes are gathered, each group can share its work with the larger group.

2. You may wish to have the participants role-play and dictate their own stories. A series of unusual pictures can be made available, one to a group. The groups' task will be to develop a brief story (five or six simple sentences) pertaining to their perceptions of the picture. One group member should print the story on large paper, and they may even wish to add an illustration. When the stories are finished, the groups will trade stories. Then each group will be asked to list some follow-up activities which would be appropriate for the story they have been given. These stories and activities would then be shared with the entire group.

3. Another role-playing type of activity would be to have pairs of participants dictate individual stories to one another in response to a statement such as "The first house I ever lived in..." or "Boy, was my face red when..." The pictures mentioned in #2 above might be possible story starters, or the participants could simply tell about a recent experience. Some follow-up activities should be developed for each story. As many stories as time will permit should be shared with the entire group.

As with any instructional approach or technique, there are certain cautions and limitations. You may wish to mention some of the cautions concerning Language Experience. For example:

1. It is difficult to control for vocabulary.
2. Basic sight words might not be repeated enough for mastery.
3. It may encourage memorization.
4. It may not provide for vicarious experience.

Clearly, these cautions could easily be avoided by a watchful teacher.

Overall, however, Language Experience has been used most effectively for years (and not only at beginning levels), and has proved itself to be a worthwhile beginning approach. As with any other method, it cannot be considered the only approach, but it certainly correlates well with almost any of the more formal or commercial methods of teaching "reading."

If you do choose to mention the cautions concerning Language Experience be sure not to end on a negative note. The possible limitations of Language Experience are far outdistanced by the advantages, and this must be made abundantly clear.

Materials: Chart paper or newsprint; series of unusual or unique pictures; fat felt-tip marking pens.

References & Resources: RESOURCES 5 through 9

There are a number of sources concerning Language Experience; almost all reading methods texts contain a related section. Three especially helpful references might be:

Hall, Maryanne. *Teaching Reading as a Language Experience*. Columbus, Ohio: Charles E. Merrill, 1972.

Herrick, Virgil E., and Marcella Nerbovig. *Using Experience Charts with Children*. Columbus, Ohio: Charles E. Merrill, 1964.

Stauffer, Russell. "Language Experience Approach," in Kerfoot, James (Ed.), *First Grade Reading Programs*. Newark, Delaware: IRA, 1965.

OBJECTIVE 11

OBJECTIVE 11: To develop the concept that there are several approaches to beginning reading and to briefly explore the strengths and limitations of each.

OBJECTIVE 11 - Overview: This objective is designed to briefly survey some of the various approaches used in beginning reading instruction; it is not designed to provide an in-depth analysis of any one method.

This objective will deal with the basal reader approach (by far the most widely used), the individualized approach, the programmed approach, the phonics approach, the linguistic approach, and augmented alphabet approaches including ITA, Words in Color, and Peabody Rebus. A brief description of each is provided in the packet (RESOURCE 10) for your convenience.

Please note, however, that it is not necessary to limit yourself to the materials mentioned here; nor is it necessary to include them all. There is an obvious abundance of beginning reading materials on the market and the types and amounts you choose to share is your decision.

The most effective overall strategy, if it is possible, will be to provide hands-on samples of the actual materials for the participants to peruse and evaluate. The most valuable information source will be the many participants who have used various methods and can consequently talk directly of their effectiveness with varied populations. Transparencies pertaining to certain beginning reading approaches are available if needed for introduction, clarification, reinforcement, etc. Activities ranging from hands-on examination of materials (if possible) to simply hearing about various materials are included.

Strategies: As was mentioned in the overview, the most effective strategy for surveying various beginning reading materials would be to provide actual hands-on examination of the materials. If time and resources permit, most of the materials can be obtained from a local school, county, or college materials or curriculum center. Every attempt should be made to obtain as many actual materials as possible. It may be possible to contact various workshop participants in advance of the workshop and have them bring materials with them for sharing. This is often a very effective method of providing for an abundance of materials to be readily available.

Much of the focus in this strategy will center on basal readers. Although almost all teachers are familiar with the basal system, many questions are typically generated, mainly concerned with which basal series is "best."

The following activity would be appropriate if samples of the various state adopted basal series are available. (Some readiness workbooks, preprimers, primers, and first readers, along with some teachers' manuals would be sufficient.)

Divide into small groups. Provide each group with a set of sample materials from one publishing company. Ask the group to informally evaluate the series they have, based on their personal knowledge and their classroom experience. Do not use any formal evaluative forms or checklists. The group should examine the materials based on their school situation and experience, not on any outside criteria. You may find it more effective to have participants who are familiar with certain materials work with those materials, so that they can bring actual working experience to the evaluation. Conversely, you may wish to have participants work with unfamiliar materials, so that the effect of comparison of materials might be utilized. Have each group make an informal list of its perceptions of the series which it examined. They should indicate as many strengths and limitations of the materials and the manuals as time allows. Each group will then share its observations of the series which it examined. Allow for questions and comments from other group members concerning various series "reports." It might also be worthwhile to allow for groups to trade series, so that all groups can examine all materials.

If actual basal materials are not available, the following activities might be appropriate:

1. Group the participants on the basis of their familiarity and experience with certain basal series. Ask each group to note its observations, based on actual experience, concerning the strengths and limitations of the series it is considering. Have each group informally share its impressions of the series with which its members are familiar. Allow each group to field questions from other participants in reference to any concerns about a given series which they might have.

2. Display TRANSPARENCY 29. Have each small group (or the large group) discuss each item under strengths and weaknesses as it pertains to their experiences with various basal series. (Note how certain items can be both strengths and weaknesses.) Other strengths and weaknesses may be added to the list.

For materials other than basal series, the activities will be much the same, with some minor modifications. The various materials should be displayed around the room so that each small group can examine each set of materials. Each group should have approximately fifteen minutes to examine each set of materials. They should write down some informal observations and comments concerning their perceptions of the strengths and limitations of each set of materials, a brief discussion of each one should follow. As each set of materials is discussed, it may be worthwhile to make a brief list of the various groups' comments on the chalkboard or chart pad, so that a composite list from all groups will be available for each participant to record.

Do not overlook the comments from those participants who have actually worked with the various materials. Their comments, based on real experiences with the materials in the classroom setting, will be invaluable.

An area with sources of evaluative data on various materials should also be available. Again, participants might be a good source of information as to where evaluative information can be found. Some sources are listed under the reference section for this objective.

Materials: TRANSPARENCIES 29 through 31; Samples of various beginning reading instructional materials.

References & Resources: RESOURCE 10 - "Brief Summaries of Various Beginning Reading Approaches"

Most reading methods texts discuss various reading materials and approaches, but some especially appropriate references might be:

Aukerman, Robert C. *Approaches to Beginning Reading*. New York: John Wiley & Sons, 1971. An extremely honest and thorough evaluation of over 100 approaches to beginning reading.

Kerfoot, James F. (Ed.). *First Grade Reading Program*. Newark, Delaware: International Reading Association, 1965. Although a bit dated, this is still a good source for comprehensive summaries of the major first grade reading approaches.

An Evaluation of Instructional Materials. Redwood City, California: San Mateo County Office of Education, 1974. Contains evaluations of English, spelling, handwriting, literature, and reading materials on state adoption in California as of June, 1974. One copy is available for examination in the Right to Read office.

Educational Products Information Exchange (EPIE). 463 West Street, New York, N.Y. 10014. EPIE gathers and disseminates information about the performance and effectiveness of learning materials, equipment, and systems. EPIE has no commercial sponsorship, and is a good source of educationally valid evaluations.

OBJECTIVE 12

OBJECTIVE 12: To develop the concept of "involvement of others"; including (but not limited to): (a) parents - in the home and at school; (b) older students; (c) other adults - volunteers and trained para-professionals.

OBJECTIVE 12 - Overview: The major goal of this objective is to get the participants interacting and sharing various tricks and tips on the concept of the involvment of others. Volunteers in the schools are becoming more common, and, as in past objectives, the participants themselves will, no doubt, be the most valuable source for information on the topic.

Included as resources are copies of two Right to Read reports (RESOURCES 12 and 13), published by the International Reading Association; one is entitled "Volunteers in Reading," the other "Community Involvement in Right to Read." These little documents are packed with valuable information on resources (most of which are available from the Florida Department of Education Right to Read Office). Remember, this is not a workshop on volunteers; consequently, in-depth coverage of the topic of volunteers is not to be expected. This session should simply focus on how volunteers may help with the readiness-beginning reading program.

Strategies: The activities for this objective might best be divided into two categories - one dealing with parents and the second dealing with other volunteers. The activities dealing with parents will have two emphases - "how the school can help the parents" and "how the parents can help the school."

"How the school can help the parents" will deal with what the school can do to make parents aware of things which they can do to help their children "get ready to read."

The first activity is as follows: Divide into small groups. Provide each group with a copy of RESOURCE 11 - "How Many Experiences Does It Take to Get Your Child Ready to Read?" Multiple copies of this handout can be obtained from the Department of Education Right to Read Office. After each small group has compiled a list of activities, have a group spokesperson share the list with the entire group.

Also, allow participants to share other activities which they may have used, or which they may know of, that are specifically planned to help parents help their children get ready to read. This may be done as a separate activity or in conjunction with the activity described above. Participants' ideas might be briefly listed so that the audience can record the comments.

The next activity will focus on "how parents can help the school." Specifically, what kinds of activities can parents do in the classroom (or the school in general) and what kinds of things can they do at home that will promote readiness or beginning reading skills? As with many other activities, the participants themselves will be the best source of information; there is the strong possibility that many teachers will have had extensive experiences with parent volunteers, and their input will be most valuable. In small groups, ask the participants to list activities that parents can engage in in the classroom (reading stories aloud, checking seatwork, playing games, monitoring centers and work stations, recording stories on tape, making dittoes, etc.). The two Right to Read reports (RESOURCES 12 and 13) offer various suggestions for parent volunteer activities which you may want to share.

Activities concerning the use of other volunteers (senior citizens, older students, etc.) should follow the same format as the preceding activities, with small groups generating activities and reporting on personal experiences.

Also included in this section is one visual - TRANSPARENCY 32 - which lists the five key components for successful volunteer efforts. You may utilize this visual to lead a discussion of the five components if you feel it would be worthwhile. You may, if you choose to use it, plug it in at whatever point you feel most appropriate. A brief description of each of the five components is provided in RESOURCE 12. Again, participants will be a valuable information source for each of the components.

Materials: TRANSPARENCY 32

References & Resources: RESOURCE 11 - "How Many Experiences Does it Take to Get Your Child Ready to Read?" (multiple copies available from Right to Read Office, free of charge); RESOURCE 12 - "Volunteers in Reading"; RESOURCE 13 - "Community Involvement in Right to Read" (additional copies of RESOURCES 12 and 13 may be obtained free of charge from the International Reading Association, 800 Barksdale Road, Newark, Delaware 19711).

* "It's the little things that count!" A one page list of various grocery store words (soap, eggs, milk) which children can match with actual products.

* "Seeing is believing." A one page pamphlet encouraging parents to act as reading models; also contains informal parent/child readiness assessment.

* "Sharing Experiences." A nine page booklet listing various parent involvement activities in the areas of language development and motor coordination.

* "Basic Education Share Fair." Contains descriptions and contacts for various pre-school, early childhood programs in Florida.

* "What Parents Can Do About Reading," "Getting Reading to Read," and "Adults as Reading Models for Children." Three fold-out mini-pamphlets pertaining to parents and readiness.

NOTE: All the starred items (*) are available from the Department of Education, Right to Read Office, free of charge.

A thorough list of references for "volunteer" materials is included with RESOURCES 12 and 13 and will not be reproduced here. A few other references might be:

Home Start on Reading. National Congress of Parents and Teachers, 700 North Rush Street, Chicago, Illinois 60611.

Smith, Carl B. (Ed.). *Parents and Reading.* Newark, Delaware: International Reading Association, 1971. A collection of thirteen articles pertaining to parents and reading.

Your Child - From Home to School. National Association of Elementary School Principals and National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209, 1972. Stock number 421-12575. $1.25.

OBJECTIVE 13

OBJECTIVE 13: To conduct a "make and take" session in which participants can develop materials that can be used in the classroom for both assessment and instruction.

OBJECTIVE 13 - Overview: The main objective is to make available as many game and activity books and ideas as possible, and allow the participants to make whatever they wish. This one activity could easily last an entire day.

Strategies: The strategies for this objective are very basic. Provide the ideas for games and activities from as many sources as possible. Participants can be notified ahead of time and advised to bring books with games and activity ideas for sharing. Many participants will be willing to bring actual games they have already made and tried out, to be used as models. The participants must also be notified in advance of the materials they will need to bring with them for the "make and take" session. Materials should include:

poster board
construction paper
felt-tip markers (wide & thin)
scissors
rulers
tape
tracing paper

The consultant should provide the ideas and the participants the tools.

There are hundreds of game and activity books on the market; those listed in the reference section for this objective are but some that are currently available.

MATERIALS: See list in Strategies above.

REFERENCES & RESOURCES:

101 Activities for Teaching Reading, by Marciene Mattleman, 1973. J. Weston Walch, publisher, Portland, Maine.

Activities for Developing Visual Perception, by Polly Behrmann, 1970. Academic Therapy Publications, San Rafael, California 94901 ($2.00).

Center Stuff for Nooks, Crannies, and Corners, by Imogene Forte, Mary Ann Pangle, and Robbie Tupa. Incentive Publications, Inc., P.O. Box 12522, Nashville, Tennessee 37212.

Change for Children, by Sandra Nina Koplan, and others. 1973. Goodyear Publishing Co., Inc., Pacific Palisades, California.

Classroom Reading Games Activities Kit, by Jerry L. Mallett, 1975. The Center for Applied Research in Education, West Nyack, N.Y. 10994.

Comprehension Joy, by Joy L. Kieth, 1974. Reading Joy, P.O. Box 404, Naperville, Illinois 60540.

Daily Sensorimotor Training Activities, by William T. Braley, M.Ed., Geraldine Konicki, and Catherine Leedy, 1968. Educational Activities, Inc., Freeport, Long Island, N.Y.

Energizers for Reading Instruction, by Richard Thompson, 1973. Parker Publishing Co., Inc., West Nyack, N.Y. 10994 ($8.95).

Individualized Reading, by Evangeline L. Garrison. 1970. The Instructor Publication, Inc., Dansville, N.Y. 14437.

Individualized Reading Instruction: Games and Activities, by Frank D. Taylor, and others. 1972. Love Publishing Company, Denver, Colorado 80222.

I Saw a Purple Cow, by Ann Cole, Carolyn Haas, Faith Bushnell, and Betty Weinberger. 1972. Little, Brown and Company, Boston & Ontario.

Kid's Stuff, by Mary Jo Collier, Imogene Forte, and Joy MacKenzie. 1969. Incentive Publications, Inc., Nashville, Tennessee.

Launch, by Mary E. Platts. 1972. Educational Service, Inc., P.O. Box 219, Stevensville, Michigan 49127.

Learning Activities for Reading, by Selma E. Herr. 1970. William C. Brown Company, Publishers, Dubuque, Iowa.

Language Games, by Wagner, Hosier, Blackman. 1963. Teachers Publishing Corporation, Darien, Connecticut 06820.

Listening Aids, by David H. Russell and Elizabeth F. Russell. 1959. Teachers College Press, Teachers College, Columbia University, N.Y.

Listening Games, by Wagner, Hosier, Blackman. 1960. A Grade Teacher Publication, Teachers Publishing Corp., Darien, Conn.

Reading Aids, by David H. Russell and Etta E. Karp. 1967. Teachers College Press, Teachers College, Columbia University.

Reading Games, by Wagner and Hosier. 1966. Teachers Publishing Corp., Darien, Conn.

Reading Activities for Child Involvement, by Evelyn B. Spache. 2nd Ed. 1976. Allyn and Bacon, Inc., Boston, Mass.

Reading Activities with the Tape Recorder, by Frank J. Sciara and Richard B. Walter. 1973. The Instructor Publications, Inc. Dansville, N.Y. 14437.

Reading Activities for Primary and Intermediate Grades, by Annabelle Gould and Warren Schollaert. 1967. F. A. Owen Publishing Company, Dansville, N.Y.

Reading Games that Teach, Books I, II, III, IV, V. 1968. Creative Teaching Press, Inc., Monterey Park, California.

Rescue, by Nancy A. Hall. 1969. Educational Service, Inc., P.O. Box 219, Stevensville, Michigan 49127.

The Big Book of Things to Do and Make, by Helen Jill Fletcher. 1961. Random House, Inc., New York.

Toy Book, by Steven Caney. 1972. Workman Publishing Co., New York, N.Y.

Word Attack Joy, by Joy L. Kieth, 1974. Reading Joy,P.O. Box 404, Naperville, Illinois, 60540.

Workjobs, by Mary Barata-Lorton. 1972. Addison-Wesley Publishing Co., Menlo Park, California.

Workjobs for Parents, by Mary Barata-Lorton. 1972. Addison-Wesley Publishing Co., Menlo Park, California.

RESOURCE 1

THREE READINESS CASE STUDIES

Doug.

Doug displays many signs of being slow. He is not well coordinated and his overall physical movements are rather awkward. When the teacher wrote the words *Danny* and *dog* (from a story she had read to the children) on the chalkboard and asked if anyone had a name that began like *Danny* and *dog*, Doug made no response. With encouragement from other class members, Doug did eventually volunteer his name, but it is unlikely that he would have done so on his own. He appeared to enjoy seeing his name on the board along with *Danny* and *dog*, but he did not enter the discussion in response to the following teacher-directed questions: "Does anyone know the name of the letter (pointing to D) at the beginning of these words? Does anyone know any other words that begin with this letter? Can someone tell us the sound that this letter represents at the beginning of all these words?"

What meaning, then, did this discussion have for Doug and his teacher?

For the teacher, further indication of Doug's slowness was evidenced. Doug never did appear aware that his name and the words *dog* and *Danny* began the same way. It was more than likely that Doug had no real understanding of the crucial concept "sound alike" as applied to words and word parts.

The situation was fun for Doug with everyone talking about his name. He had not remembered, however, that his name began with *d*, although he had previously been told. He was not aware that other words started with *d*. He knew that the girl who sat behind him in class was named Dorothy, but he had never realized that their names began alike.

Doug, then, received some basic readiness instruction. He learned (or at least was exposed to) the name of a letter - and one in his own name, at that - and he found that other words could start with the same letter. Doug was at the beginning of understanding that letters have names, that letters represent sounds, that letters make words, and that some words begin with the same letter.

Janet.

Janet is an extremely bright and precocious little young lady. In the discussion of words beginning with *d*, she quickly informed the teacher that she already knew its name, and that her pet hamster, Dimples, started the same way. She further added that she could write her pet's name, her mother's and daddy's names, her own name, etc. During the classroom discussion, she recalled many words beginning with *d*, such as *dandelion*, *devil*, *dinosaur*, *dolphin*, *Dimples*, and *Dazzle*, the new shampoo her mother just bought.

Obviously, the discussion and questioning situation was something quite different for Janet than it was for Doug. It was apparent that Janet had already begun to read, which, after all, is probably the best evidence of readiness. She knew the name of the letter *d* and was able to offer many words beginning with it. The fact that she could "write" some words and was attentive to her environment, as indicated by the words *Dimples* and *Dazzle*, became clear.

Janet became aware that words have a certain beginning sound, and that the letter *d* represents the sound at the beginning of *Doug*, *Danny*, *dog*, etc. Janet, therefore, was actually receiving instruction in beginning reading, specifically sound/symbol relationships.

Charles.

Charles likes to join in a variety of activities. He likes manipulatives (puzzles, blocks, etc.) but also enjoys quiet table games and activities, especially those involving letters, words, and numbers. Charles has a great ability for remembering words after only a minimal exposure. He can read all the days of the week, primarily as a result of early morning discussions involving "What day is today?" He can also read the months of the year, learned in connection with the classroom calendar and discussions of the month of the year. Charles makes many interesting and observant comments about words and word parts. One day when the teacher wrote the word *candy* on the board, Charles commented that it looked a lot like his sister's name, *Cindy*. On another occasion, when the teacher wrote the word *floor* on the board, Charles remarked, "That almost looks like *flour*." When questioned concerning how he knew that, he explained that it was printed on his mother's flour container at home.

Although Charles' visual memory abilities are excellent, his auditory discrimination abilities are not. He has difficulty indicating whether two words begin with the same sound, or which two of three words begin with the same sound. And he could not think of any words that started with the same sound heard at the beginning of *dog*, *Danny*, and *Doug*. (He did remark, however, that the beginning of *December* looked like the other words on the board.)

Charles, then, in certain ways, is ready for reading - in fact, he has already started. In other ways, he is still learning to be ready. And it should be apparent that Charles would probably not benefit from a strong auditory approach to beginning reading - at least, not until his auditory abilities are improved.

RESOURCE 2

SITUATION: ____________________

PHYSICAL	PERCEPTUAL	COGNITIVE	PSYCHOLOGICAL	LINGUISTIC	EXPERIMENTAL/ENVIRONMENTAL
39					30

RESOURCE 3

HOW TO ENCOURAGE ORAL LANGUAGE DEVELOPMENT

Story Plays

CIRCUS

Feeding Elephants

Half of pupils pretend they are elephants. Elephants and children face each other. Children pretend to feed peanuts to elephants. They stoop down, get a handful of peanuts and throw to elephants. Repeat several times. Elephants form their trunks by extending arms and clasping hands. As peanuts are tossed, they swing trunks high in the air, catch peanuts and carry them to mouth.

Ringmaster and Horses

One child is chosen ringmaster; other children are horses. Ringmaster snaps whip. Horses gallop. As whip is snapped second time, horses trot; third time, high step.

Circus Band

Children pretend to beat drums, play fifes, and blow trombones as they march in a circle, keeping step with music (singing).

Circus Clowns

All imitate clown's trick, such as balancing stick on chin, juggling balls, walking tightrope.

MAKING A GARDEN

1. Reach to get spading fork and rake from shelf.
2. Put them over shoulder and walk to garden.
3. Spade the earth. Turn fork over and strike dirt hard to break up large pieces.
4. Rake garden. Pick up stones and throw them into pile.
5. Run to get a wheelbarrow. Wheel them to corner of garden and dump in a pile.

7. Sow seeds. Walk forward and scatter the seeds.
8. Rake soil over the seeds.
9. Stoop and put tomato seeds in the ground. Pack soil around them.
10. Run home.

FARM CHORES

1. Run from house to barn. Pump water from well.
2. Feed chickens. Left arm holds box. Right hand takes grain from box and throws it over high fence.
3. Climb ladder into hay loft.
4. Pitch hay into stall below. With one foot forward, lift hay with pitchfork and thrust forward into chute. Repeat several times.
5. Climb down ladder and skip to house.

PILGRIMS

1. Run to woods dragging sleds with hands behind as if holding rope.
2. Chop down and trim trees. Swing axe over opposite shoulder and chop, stooping over.
3. Lift logs and load sled.
4. Drag sled home, stooping forward slightly when walking, hands held behind back.
5. Saw wood and build fire.
6. Build walls of cabin, using hammer, pegs, and saws.
7. Run to swamp and gather rushes for roof.
8. Use sickle to cut rushes.
9. Run home and place rushes on roof.
10. Dig postholes for fence. Stoop, straighten, and toss dirt over shoulder.
11. Lift a post high with both hands and place in hole. Stamp dirt in place.

INDIANS

1. Paddle canoe to woods, kneeling on left knee and moving arms from front to rear on left side
2. Walk through woods, shielding eyes and looking among shrubs as if scouting.
3. Kneel on one knee, stretch arms and aim bow and arrow to shoot a deer.
4. Run four or five steps forward to deer.
5. Stoop and pick up deer, throwing it over shoulder.
6. Form an Indian Council Ring, sitting with arms folded.
7. Pass around peace pipe and act as if smoking it.
8. Move around circle doing Indian dance.

COWBOYS

1. Lasso a pony. Twirl lasso over head in large circle with right hand about eight times. Throw lasso; lean well forward, arms stretched out, then pull back. Repeat with left hand.
2. Gallop ponies around the corral.
3. Throw a ball up in the air. Pull out revolver, aim, and shoot, saying "Bang!" as trigger is pulled.
4. Gallop and pick up handkerchief. At signal from teacher, all stoop while still galloping, pick up handkerchief and wave it in the air.
5. Stretch, after a long day in the saddle.

FIREMEN

1. Firemen are asleep. Heads on desks, faces towards open windows.
2. Gong! Gong! The fire bell rings! Pupils jump out of seats and make motions of dressing quickly.
3. Grasp the pole and slide down, stooping and standing several times to imitate many firemen.
4. Drive to the fire. Run in circle and back to place.
5. Unwind the hose, swinging arms in big circles.
6. Raise the ladder, pushing up with both hands.
7. Climb the ladder, raising an arm and a knee, first on one side and then on the other.
8. Wrap valuables in sheet and throw out of window.
9. Climb down the ladder with deep knee bending and reaching with arms, alternating from one side to the other.

SWIMMING

1. Jump over waves, joining hands; as the teacher calls "Splash!" the children jump.
2. Swim around the raft. Make swimming motions with arms.
3. Climb on raft. Jump to kneeling position on seat.
4. Jump noiselessly into water; jump either backward or forward.
5. Hop, skip, and jump on beach to get warm.

SKATING

1. Put on sweater, cap and mittens; reach up to get skates from shelf.
2. Get sled and run to lake, giving little brother a ride.
3. Clear snow off ice, using a shovel and broom.
4. Put on skates and make simple skating movements.
5. Remove skates.
6. Find some wood and build a fire; heap on wood to make it burn faster. Warm hands.

7. Dance and play around the fire; use a rhythmical game.
8. Skip home.

MR. BOBO, THE TOY MAKER

1. Old Mr. Bobo begins to nod over his work until at last his head drops and he falls fast asleep.

2. The old grandfather clock strikes TWELVE! (Children count out twelve bongs.)

3. Immediately all the toys awake and come to life. (Each child or group may dramatize a different toy.)

Dancing Doll

Dances pretty and graceful steps about the room.

Indian Doll

Performs an Indian dance with war whoops, lifting and lowering of arms, and so forth.

Raggedy Ann Doll

Acts in a limp manner.

Sailor Doll

Puts one hand over stomach and other hand behind back and hops first on one foot and then on the other.

Jack-in-the-Box

One child pushes another on the head until the second child is in a crouched position. Then the jack-in-the-box jumps out into an upright position, only to be pushed down again. The two children may take turns being the jack-in-the-box.

Bride and Groom Dolls

Walk sedately arm in arm.

Clown

Cries "mama" and bends forward over and over.

Balls.

Sit on the floor with legs crossed, head down between crossed legs, and hands holding ankles. In this position roll around in a circle without letting go of the handhold.

PRE-READING LANGUAGE ARTS SKILL - SPEAKING - ORAL LANGUAGE SKILLS

1. Showing an object to class, explaining how it works, where it came from, etc.
2. Describing clothing and personal characteristics of classmates.
3. Identifying pictures of clothing, food, animals, etc.
4. Conversing about favorite foods, toys, T.V. programs, family members, hobbies, homes, etc.
5. Pretending to be family members, service people, doctor, policeman, etc.
6. Imagining life in the future (clothing, vehicles, etc.)
7. Creating stories from viewing pictures.
8. Dictating a class story about a field trip.
9. Reporting about weather reports and news articles.
10. Making riddles about themselves, their classmates, or a storybook character.
11. Naming parts of a parade (clowns, elephants, people, etc.)
12. Building sentences about something that would make them feel hot, sleepy, etc.
13. Describing objects, toys, food, etc. Responding in sensory terms to articles in a "feel box."
14. Analyzing feeling (how story made them feel - being lost, etc.)
15. Sharing events of a weekend trip (events may be listed sequentially on board for further study).
16. Imagining what it would be like to be an Indian or an Eskimo child.
17. Completing sentences - Halloween comes in the month of ________.
18. Naming all the uses for some object (egg carton, piece of string).
19. Imagining you are a giant, insect, spaceman, etc.
20. Reasoning about particular situations (what you would do if you broke the neighbor's window, etc.)
21. Giving directions how to reach the principal's office, playground, cafeteria.
22. Imagining you could step onto a magic carpet which would take you anywhere you wished.
23. Playing games emphasizing different parts of speech. Preposition: Put the ball under, beside, below, between, above, behind, into the bag. Adverb: Walk to the door noisily, slowly, etc. Dramatize action.
24. Describing experiences in sensory terms (this cookie is delicious, appetizing, etc.). Describe something in the room that is soft, round, hard, pretty.
25. Telling a story with puppets or flannel board.
26. Pretending to be speaking with someone on the telephone. Practice emergency calls.
27. Finding synonyms for tired words (said, big, thing, good, etc.)
28. Engaging in conversation sessions on particular topic, process, or concept.
29. Responding in question-answer sessions.
30. Making up story endings (teacher reads story, stops before ending). Film may be substituted for story.

31. Creating conversation in creative dramatics.

32. Acting as host or hostess when visitors come to school.

33. Playing "I am packing my suitcase." The chosen child says, "I am packing my suitcase and will put in something that begins with the same letter as where I'm going, and I'm going to Texas." He chooses someone who repeats his sentence and adds another place.

34. Playing the game, "Gossip."

35. Repeating and adding to a cumulative story using the pattern of The Gingerbread Boy.

36. Using word endings in various ways, children dramatize action as teacher says, "I asked Billy to jump, now he is jumping, he jumps several times." Later, "He has jumped very well."

37. Playing a game with antonyms. Divide the class into two groups. Whisper to each group member a word, giving word opposite to someone on other team (wet-dry, near-far, black-white). Teacher says two words, the paired children repeat the words as they shake hands.

38. Writing on the board all the words anyone in the group can say.

39. Illustrating word charts with seasonal words (Halloween-Fall) and telling stories using illustrations for guide.

40. Listing occupations of friends and relatives and telling something of the work and physical requirements.

41. Using poetry to evoke words and feelings. Read "Swift Things are Beautiful" by Elizabeth Coatesworth to stimulate creative verbal responses to the question, "What other swift things do you think are beautiful?"

42. Listing color words and children's perceptions of color. Read "What is Pink?" by Christina Rossetti and respond to color words in poem (pink, rose, sky, dress, ice cream cone).

43. Sharing a box or bag of objects beginning with the same sound, explaining use.

44. Using Mother Goose Rhymes or other familiar verses for choral reading.

45. Adding a word or a line to part of a poem. Pretending to be a cloud, a mirror, a fire, a book. Describe how they would feel under various circumstances (cloud before storm, etc.).

46. Dictating information about ongoing science experiments, growing plants, or hatching eggs.

47. Suggesting labels for equipment, articles in the room, storage spaces for crayons, etc.

48. Developing a daily news bulletin or chalkboard for which children dictate news items to be written by the teacher.

USES FOR A TAPE RECORDER*

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Outside the classroom

1. Tape sounds outside; guess what they are.
2. Interview different people; dialects; reactions to an issue; different voices; different ages; different opinions, etc.
3. Tape animals; birds; try and identify them.
4. Tape music for the classroom - popular music, background music, music to write to, to do math to; radio and TV shows which would appeal to children.
5. Tape field trips.
6. Tape yourself at home - a poem a day for the listening center; instructions for the next day, etc.
7. Tape sounds of familiar places - a supermarket (try to guess which section of the market each sound comes from).
8. Tape children on the playground.
9. Tape sounds that are heard at different times of the day.
10. Tape different motor vehicles - guess which each one is.
11. Tape sports events, musical events.
12. Tape sounds at the airport - people with different dialects, etc.
13. Tape familiar sounds - make a response sheet with pictures of the items on it for very young children to identify (faucet, stapler, etc.)

Inside the classroom

1. Giving directions; interest centers; for following directions practice; ground rules.
2. Practice - oral reading, speech, interviewing, foreign language, storytelling, plays, puppet shows, performances, choral reading.
3. Tape and play back students' experiences.
4. Self-correcting tests.
5. Giving tests (tape spelling words - child can take it during his free time or when he feels ready for it).
6. Background sounds for storytelling, creative writing, math, art, movement, drama, poetry.
7. Create a mood - just have the tape playing when children arrive in the morning or after returning from lunch.
8. Music to eat to, nap to, etc.
9. Pose a controversial question. Leave the tape recorder out and have students give their opinions on the tape. Play it back at the end of the day to see if there is a consensus.
10. Use the same procedure for data collection - pose a question and as students find evidence, they can put their ideas on tape.

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11. Create chain stories - one child begins the story; the next child plays the first part and then adds something, and so on until the story is finished.

12. Tape story starters - have children finish them either by tape or by writing.

13. Leave the tape recorder out and let anyone contribute during the day.

14. Record stories of children who cannot write well. These can be transcribed at a later time or just listened to - begin a collection of taped essays.

15. Set up listening centers.

16. Record plays, puppet shows. Children can just concentrate on the acting out pantomime (or moving the puppets) and let the tape do the talking for the performance.

17. Tape-record favorite stories (and have children do this) for a classroom collection - attach tapes to the books and have books available to listen to and read - could be taken to a classroom of younger children.

18. Record different teachers and other school workers - see if children can identify these familiar people.

19. Tape-record riddles - see who can answer them.

20. Interview various people in the school on tape - test out various issues.

21. Tape the singing of the children (in the classroom, on the schoolbus, etc.).

22. Tape favorite songs of the school.

23. Great for show and tell - only this is just "tell."

24. Tape news that occurs during the day; play back at end of day.

25. Tape answers to worksheets so children can self-correct papers.

Space for YOUR IDEAS:

1.
2.
3.
4.
5.

TECHNIQUES FOR DEVELOPING COMPREHENSION SKILLS

IN KINDERGARTEN AND PRIMARY GRADES

1. Silly Sayings - statements that are illogical or nonsensical in some way. Pupil identifies "problem" and corrects it or explains it.

Examples:

(a) There are two robins swimming in that tree.
(b) I like ice cream with telephones over it.

Longer stories with nonsensical conclusions can also be read to pupils for both pleasure and analysis.

2. Contingency Games - pupil listens to the teacher's statements and responds if they apply to him.

Examples:

(a) If you are five years old, raise your hand.
(b) If your eyes are blue, hold up three fingers.

3. Interrupted Sentences - presentation of sentences or paragraphs with words or phrases that do not belong.

Examples:

(a) The tiger eats popcorn meat.
(b) The snow melted and the hungry water ran down the hill.

4. Riddles - the cumulative riddle can be written on a transparency and revealed one line at a time. Pupils' guesses as each clue is revealed should be discussed briefly as to their reasonableness.

Examples:

(a) I have a face.
There are numbers on my face.
My hands are on my face.
I tell time.
What am I? (clock, watch)

(b) I am a sailor.
I fight.
I smoke a pipe.
I eat spinach.
My girl friend's name is Olive.
Who am I? (Popeye)

5. Read and Pantomime - strips can be prepared with instructions for some activity written on them. Classmates are to guess what the pupil is doing.

Examples:

(a) Comb your hair.
(b) Rock a baby.
(c) Blow up a balloon.

6. Noting Details - pupils must be able to identify important details in a reading selection before they can proceed to drawing conclusions or determining main ideas.

Exercises:

(a) Type out general descriptions of items pictured in a catalog. Cut out the pictures and have individual pupils match each picture with its description.

(b) Provide pupils with a list of words. After they have read a selection, they are to choose words from the list that describe a character, setting, or incident they have read about.

(c) Prepare questions or directions like the following (could use a pocket chart):

(1) Put your books away now.
(2) Stand up and put your arms as high as you can.

(d) Cereal Boxes - acquire as many different empty boxes as possible. Almost everything on the box may become a topic for discussion. Pupils can be asked to read and recount the procedures for acquiring the boxtop offers; discuss the meaning of the illustrations; research meaning of *protein* or *niacin*; work the puzzle, etc.

(e) Tricks and Stunts - simple tricks can be found in many magic books, but will probably have to be rewritten and simplified for the primary students.

7. Picture Comprehension - great for stimulating the drawing of conclusions.

8. Main Ideas -

(a) Direct pupils to identify topics and main ideas.

(1) Read (or listen to) this short story to supply a title.
(2) Read this paragraph and decide what word appears in it more than any other.

(3) The paragraph talks mostly about a. ants as workers, b. the food of ants, c. the home of ants.

(b) Use articles from the pupils' newspapers. Cut headings separate from articles. Have pupils match headings with articles.

(c) Telegram activity - have children delete words from a message except most important ones (like a telegram).

9. Sentence Building - print words on cards that can be hung by string around the pupil's neck. Have children arrange themselves into a sentence.

10. Conclusions -

(a) Signal words - therefore, finally, etc.
(b) Make endings to stories.

11. Cause and Effect - the first player describes an event, for example, "the milk spilled." The second player gives a reason for the event, for example, "because the glass was too full when she tried to pick it up." A third player then suggests a probable effect, for example, "Tony slipped in the milk and fell."

Listening for Comprehension of Content

1. Listening and responding to directions. Give three or more directions in sequence.
2. Playing such games as "Simon Says." Vary speed of actions.
3. Following instructions for cutting and folding paper, drawing pictures, or writing according to oral instructions.
4. Listening to and repeating directions that might be given to a traveler on a journey to a real or imaginary place.
5. Listening to a group of action words, demonstrating designated words on signal.
6. Following oral directions on a prepared worksheet. "Mark with an X," etc.
7. Playing "Traffic Cop," place pictures of community buildings in various places around the room. Child designated as traffic cop gives directions to another child who follows the directions or loses turn.
8. Drawing pictures to illustrate story or poem that was read to them.
9. Dramatizing a story or poem read to them.
10. Recording sounds heard on a listening walk, birds singing, dog barking, etc. Dictate stories or poems about experience of the walk.
11. Classifying sounds in categories of pleasant sounds, unpleasant sounds, trouble sounds, highway sounds, early morning sounds, nighttime sounds.
12. Listing sounds they heard in recording or film involving five senses (parade, storm, circus, traffic, etc.).
13. Showing an animated picture and having children describe the sounds they would hear if the picture were alive.
14. Showing the state of being happy, sad, frightened, angry, tired, by non-verbal communication, adding sounds which would intensify the meaning.
15. Reading and discussing "Sounds in the Morning" by Eleanor Forjean. Name sounds of things mentioned.
16. Recording familiar school sounds, playground voices, telephone, typewriter, power mower, whirring airplanes overhead, etc. Describe in picture words.
17. Reading Let's Go Outdoors by Harriett Huntington and listening for little creatures - grasshoppers, bees, turtles.
18. Discriminating sound of own name. Teacher tells a story using names of class members. Children stand up as names are read. Review story sequence, children responding again as names are mentioned.
19. Listening to rainy day sounds and describing them. Read Rain Drop Splash by Alvin Tressett.

20. Acting out an animal story while the teacher reads. Each child may be given the name of some animal and responds at the appropriate time.

21. Listening to "Old MacDonald" and pretending to be different animals.

22. Recalling factual information. Tape-record five minute news and sports broadcast (or read aloud short information articles). Children tell what they remember.

23. Identifying factual sequence. Read a familiar story in correct sequential order and in mixed order. Children identify correct sequence.

24. Making a one-sentence verbal summary of a story or paragraph.

25. Listening between the lines to interpret actions.

26. Predicting what will happen. Teacher reads story, stops before ending. Children make up story ending. Compare with the original story.

27. Listening to find out what caused story situation and the outcome.

28. Listening to two versions of a familiar story (folk tale) and identifying the differences in plot.

29. Generalizing from hearing detailed description. "Billy went to the store to buy toys. He got marbles, a top, and a ball." What one word tells about everything he bought?

30. Locating sentences that do not fit the story. Read four to six sentences. Ask children to tell which sentence is not part of the story.

31. Identifying mood of story character. Distribute squared paper to children. Teacher reads short story in which events make main character.

32. Distinguishing between true and false statements. Child answers in complete sentences.

ACTIVITIES TO DEVELOP LISTENING SKILLS AND PUPIL PERFORMANCE

1. Have students listen to three or four words and then repeat them in sequence.

2. Play a game "Going to the Grocery Store." The children sit in a circle and the first person starts off by saying "I'm going to the grocery store to buy ______." The next child has to repeat "______" (whatever the first child said) and something he wants. It continues around the circle and each child has to remember in sequence the things to buy and if the item is missed, the child has to go to the middle of the circle. The game is over when it has gone around the circle.

3. Read a nursery rhyme once, then read again and leave out a word and let the children say the word. The same can be done with a short poem.

4. Put on a cassette or read as a poem:

I see one elf, two cats,
Three spiders, four bats,
Five witches on brooms,
Six owls in a tree -
You can't scare me!

5. For different seasons and holidays you can give clues and let them write or draw the answer.

It haunts a house.
You teach your pets to do it.
She said, "Trick or ______."
You wear it on Halloween.
He brings toys at Christmas.
He brings eggs on Easter.

6. Give two words that rhyme; then have a child give another word that rhymes with the two.

7. Give each child something to do, but they must be very quiet while doing this activity so that others can hear what their activity is. For example: Bring me something red. Bring me a book. Write your name on the board. Draw a circle on the board. Bring me two objects.

8. When preparing to go to P.E., lunch, or whenever you want the children in a line, let them sit in a semi-circle around the teacher or at their desks, then have them line up when the teacher says the beginning sound of their names. They must listen carefully and really enjoy this activity. You may have several children whose name begins with the same sound, so they would all go to the door. If they are not listening when their beginning sound is said, they have to get at the end of the line. Sometimes we use the beginning sound of their last name.

HOW TO ENCOURAGE PRE-READING LANGUAGE ARTS SKILLS

AUDITORY DISCRIMINATION AND PERCEPTION

1. Identifying and imitating mechanical sounds, cars going by, bells ringing, plane overhead, clock ticking. Play "What do you hear?"

2. Listening for contrasting sounds, familiar and unfamiliar sounds, tapping wood and metal, dropping eraser and book, whistling and whispering. Identify sound.

3. Listening for rhythmic patterns, one long, four short, two long, etc., differentiating between taps and knocks, rings and tick-tocks, claps and raps.

4. Identifying and describing danger signals - screeching car brakes, police cars, sirens, fire alarms, warning bells at railroad crossings. Play record of danger sounds - rattlesnake rattling, hurricane blowing, etc. Compare danger signals with friendly signals.

5. Responding automatically to signals for fire drill, dismissal, etc.

6. Having several children stand by one classroom door or window to look and listen, another group only listening to sounds. Compare.

7. Clapping hands or tapping feet to records with definite rhythm patterns.

8. Recognizing and describing animal sounds from recordings. Play "What Animal Am I?"

9. Playing "Listen to This," teacher gives several taps on table or claps and asks children to reproduce sounds. Child who imitates correctly is chosen leader.

10. Supplying rhyming word of poem.

11. Making riddles with rhyming words. ("I'm thinking of a word that rhymes with hat. It is a kind of pet. The word is ______.")

12. Clapping when the teacher says rhyming word.

13. Discriminating consonant sounds as teacher reads words having same initial sounds. Indicate by touching ear: box, boy, hat, bat, baby, ball.

14. Listening to taped lessons for initial and final consonants.

15. Listening to sentences read by teacher and answering with a word beginning with a specified sound. "I am an animal. I am a monkey." M.

16. Listening to a list of words read by teacher, children mark down how many times they hear a given letter.

HOW TO ENCOURAGE PRE-READING SKILLS - VISUAL DISCRIMINATION AND PERCEPTION

1. Recognizing likenesses and differences in a number of objects or pictures.
2. Scrutinizing classmates to note clothing and general appearance.
3. Matching pictures and shapes.
4. Grouping objects according to shape, size, and color.
5. Arranging blocks in sequential pattern.
6. Identifying and supplying missing parts of puzzles.
7. Identifying position of objects on a shelf, top, middle, bottom.
8. Discriminating and tracing overlapping mixed designs.
9. Pasting correct pattern pieces on patterns.
10. Matching name cards with name written on class list.
11. Underlining or crossing out a letter or word that is different from others in a row.

HOW TO ENCOURAGE PRE-READING SKILLS - WRITING -

VISUAL MOTOR SKILLS

1. Drawing or painting a picture of their pet (and dictating caption for teacher to write under picture.
2. Cutting and folding paper, drawing pictures, following oral directions.
3. Learning left to right progression by identifying and pointing to classmates standing in a row, tracing and drawing lines from one object to another, etc.
4. Identifying and supplying missing parts of puzzles and toys.
5. Completing activities that identify sequential pattern of shapes or letters, stringing beads and following pattern in blocks.
6. Discriminating and tracing overlapping mixed designs.
7. Making objects from clay, forming initials or name.
8. Reproducing template and chalkboard shapes.
9. Writing letters or words in air.
10. Using letter squares to find likenesses and differences in letter forms.
11. Developing large muscles of arm and hand with games -
    - a. lasso the pony (circular motion)
    - b. orchestra leader (vertical motion to music)
    - c. sawing wood (horizontal motion to music)
    - d. hammering nails (one arm); birds flying (both arms)
    - e. bouncing balls and clapping.

12. Making straight vertical lines (sticks) and circles (balloons).
13. Tracing over letters on chalkboard with chalk or finger.
14. Making a row of one letter and marking the best one.
15. Analyzing own errors in spacing, marking letters badly formed.
16. Putting initials beside a few lines of a dictated story.
17. Reproducing numerals, letters, and words.
18. Reproducing own name in manuscript.
19. Reproducing upper and lower case symbols in manuscript.
20. Pasting correct pattern pieces on patterns.
21. Weaving a simple pattern from a given design.

JUMPING ACTIVITIES TO DEVELOP LATERALITY AND BODY IMAGE

1. Jump on both feet.
2. Jump on right foot.
3. Jump on left foot.
4. Stand in front of child and hold up allotted fingers.
   1-1 2-2
   1-2 2-1
   3-3 3-2
   2-3 3-1
   1-3 4-4
   4-3 3-4
   2-4 4-2
   4-1 1-4
5. Jump up and down and clap hands.
6. Jump up and down and clap hands once in front, once in back, etc.
7. Jump with feet apart, then together, apart, together, etc.
8. Do above activity while clapping hands in front.
9. Do #7 while clapping hands in front, then in back, etc.
10. Run in place and clap hands.
11. Run in place and clap hands in front and in back.
12. Run in place and clap hands and upper legs.
13. Jump with feet apart..
14. Jump with feet apart and clap hands in front.
15. Jump with feet apart and clap hands in front and in back.
16. Jump with feet apart, then together, and clap hands above head.
17. Jump with feet apart, then together and clap hands up, then down (Jumping Jack)
18. Run in place, clap hands and turn around.
19. Run in place, clap hands in front and back and turn around.
20. Run in place, clap hands up and down to your side (jumping jack arm movement) and turn around.

WAYS TO TEACH LEFT AND RIGHT

1. Make two large posters, one with a big arrow pointing right, the other with an arrow pointing left. Hang them at the front of the room, with the right-pointing poster at the far right and the other at the far left. Distribute old magazines and workbooks and ask the children to look for pictures of animals and people facing left and right. See if they can paste each picture on the appropriate poster.
2. Establish a classroom rule requiring that a child's name appear in the upper lefthand corner of his work papers, whether you write it or he is able to do it himself.
3. Capitalize on your pupil's knowledge of the traffic light colors in making experience charts that teach left-to-right. Write the first word of each line in green (for go) and the last in red (for stop). Tell the children that every time they get to a red word they have to stop and make their eyes find the next "go" word.
4. Place animal cutouts on the left edge of a flannelboard. On the right, place items of food tnat animals like. Give each child a chance to feed the animals by moving them from the left to the appropriate food items.
5. Use the "winners right" technique at game time. If the children are tossing bean bags at a waste basket, pupils who make a basket go to the right, and those who miss go to the left.
6. Use the classroom calendar as a left-to-right teaching tool. Point out that the days are recorded from left to right.
7. Cut a supply of arrows and the letters "L" and "R" and stick two on the corner of each desk. Label appropriately with "L" or "R" if necessary.
8. Distribute drawing paper and show the children how to fold it into a series of squares. Have them make a potato print in each square. Make sure they work from left to right in each row.
9. Make a pocket chart inserting in the various sections such objects as a comb, toothbrush, soap wrapper, etc. A child removes the items from the pockets, one at a time, working from left to right, naming each as he does.
10. Fill pans with sand, let the children take turns tracing their names in the sand.
11. Have the children illustrate a story. Paste the drawings in left-to-right order on a strip of posterboard.

ACTIVITIES TO DEVELOP EYE-HAND COORDINATION

1. Ask the children to keep an inflated balloon in the air by batting it with their hands.
2. Use a ball for catching and throwing activities.

3. Ask the children to
    a. bounce and catch the ball
    b. dribble the ball with the right hand
    c. dribble the ball with the left hand
    d. dribble with alternating hands.
4. Ask the children to throw the ball up in the air and catch it. See how long they can keep it up.
5. Ask the children to hit the ball with a plastic bat as it is thrown to him.
6. Use the pegboard.
7. Use bean bags for throwing and catching activities.
8. Use ring toss games (throw an object in a target).
9. Use a yo-yo.
10. Use hammer, nails, drilling, etc. on lumber.
11. Have children string beads.
12. Use lacing boards or have children sew materials with large needles and yarn.
13. Play hopscotch.
14. Use coordination board.
15. Have the children sort various objects according to size.

PRE-READING LANGUAGE ARTS SKILLS - SOUND/SYMBOL RELATIONSHIPS

1. Making alphabet books. Paste pictures of objects beginning with letter at the top of the page.
2. Singing the Alphabet Song while pointing to letters.
3. Recognizing letter shapes on boxes, signs, newspapers, etc.
4. Matching upper and lower case letters.
5. Tracing and reproducing letters, identifying by name and sound. Circling pictures indicating sounds heard.
6. Identifying beginning consonant of the word which represents the pictured object.
7. Finding and naming things in the classroom, home, etc., that begin with a given letter.
8. Matching pictures with letters on blocks.
9. Playing Picture Bingo.
10. Holding up letter cards which represent sound they hear at beginning of words read by teacher (Felix found four fat fowls at the farm).
11. Matching child's name to day of week (Tuesday is Tommy's day).
12. Underlining words that begin like word said by teacher.
13. Selecting correct letter card after teacher has called out letter.
14. Dramatizing action words beginning with given letter.

ACTIVITIES TO DEVELOP A POSITIVE SELF-CONCEPT

1. Write notes to your children periodically thanking them for some special thing they did or shared. You must be sure that each child receives a note sometime during the year.

2. Using puppets or a flannel board, tell a story about a child who was afraid to go the school on the first day, but who ended up thinking school was a nice place to be. Let children make their own stories on this subject.

3. In order to discover how children feel about school, have a discussion time and ask questions such as, "How do you feel when you listen to a story? finish coloring? are coming to school?"

4. Let children trace their hands and feet.

5. Let children trace their bodies using a buddy system. Let them color them. Put a cartoon balloon on each mouth and let them write what they are saying on it.

6. Let children draw something they like to do. Let them make a bulletin board of these things.

7. Let children draw a picture of the activity they like best at school.

8. Let children sit in small circles. Allow each of them to have a turn giving the group a direction. You might start off by guiding them with an idea: Tell them to do something with their hands, feet, head. After a while, children should be able to create their own directions. This should stimulate independent thought.

9. Give the class the opportunity to choose an activity they would like to do. Perhaps this can be done every Friday or on alternate days.

10. Let the children think about the one thing they would like to learn to do at school. Give them the opportunity to learn it and put a card in their "I can do" box.

11. Make some simple pictures or shapes on the chalkboard. Start coloring one rather quickly. When it is finished, look at it and say, "Is that my best coloring?" "No, it isn't." Proceed two or three times until the answer is "Yes, it is." Let the children color something, but have them remember to ask themselves the same question. Use this techniques often. Do not evaluate the work yourself. Concentrate on the child doing his best rather than comparing his work to someone else's.

12. Allow each child to have a turn selecting his favorite book or story for story time.

13. Let the children draw a picture of their families. Let them tell you and/or the class about it.

14. Let the children use the tape recorder to state their name, address, town, and something they like to do. Play the tape back, so they can recognize their own voices. Use the tape recorder often as a language tool.

15. Let the children decorate a box (a milk carton is good) and put their name on it. Let them keep their supplies and special items in it.

16. In this activity, you yourself should model experiencing pleasure from school. Express your own interest and enjoyment in at least one activity during each school day. This modeling should take place naturally at some moment when your feelings are sincere. The following will illustrate statements of teachers modeling what they like about school:

a. I like to come and be with you every day.
b. I love to go on excursions.
c. I like the things you share with me.
d. I enjoy reading stories to you.
e. It is fun to dance to the music.
f. I like to work with clay. I like to see what you make with clay.
g. It is fun to paint.
h. I like to talk to your parents.
i. I enjoy planting things and watching them grow.
j. I like to learn new songs.
k. I like to see you grow and learn new things.
l. I like it when we eat lunch and talk together.
m. I like it when I see you thinking hard.
n. I like our classroom - it is bright and full of colors.
o. I like to see all the things we make.

17. This activity should provide each child with evidence that he can achieve in school. Give each child a box with his name on it. Explain that this box is the child's "I Can Do Box" and that there are cards that fit into the box. Each card has a picture on it of something that can be done; e.g., naming colors, tying shoes, touching toes, counting to ten. The following are suggested:

I know the colors red, blue and yellow
I can count to ______.
I can tell you the name of my school.
I can tell you where I live.
I can listen to a whole story.
I can point to a square.
I can point to the colors green, orange, and purple.
I can balance on a board.
I can fasten my own buttons.
I can put on my shoes.
I can name the animals.
I can take turns.
I can raise my hand when I want to speak.
I can comb my hair.
I can brush my teeth.
I can say my phone number.
I can cut with scissors.
I can tell when my birthday is.
I can rest quietly each day for a week.
I can listen when the teacher is talking.

I can point to a circle.
I can recognize these shapes.
I can jump rope.
I can pump on the swing.
I can say my father's name.
I can say my mother's name.
I can whisper.
I can whistle.
I can remember to say "thank you."
I can paint.
I can count.
I can write my name.
I can sing.
I can build.
I can dance.

Each time a child demonstrates that he can do what a card depicts, he should be given that card to put into his "I Can Do Box." (He may color it if he likes.) Initially, give each child at least one opportunity to do one activity successfully and hence begin to receive cards, evidence of being able to do things. Each time the child succeeds in another accomplishment an additional card should be put into his "I Can Do Box." Throughout the year, the stack of cards should grow, prividing the child with tangible evidence that he is achieving. Be aware of each child's collection and reinforce the fact that he is achieveing and encourage him to earn more. Many additional cards should be made for specific skills certain children may want to acquire. All, however, should be kept within the box at school throughout the year.

It is important that you discuss your feelings with the children but not attempt to discuss the children's feelings. At other moments when you think a child is experiencing pleasure from school, encourage him to verbalize his own feelings. Strongly reinforce every attempt the child may make verbally to describe his feelings.

ACTIVITIES TO DEVELOP GROUP AWARENESS AND SOCIAL SKILLS

1. Change something in the room so it is very obvious to the children. After they arrive at school, sit down and talk about the change. Ex: "The article couldn't move by itself. Who moved it?" Lead to broader concepts. (A room must be made tidy by others, toys cannot put themselves away, etc.)

2. Attempt to carry out a project but neglect to prepare the materials. Make an issue of what you forgot to do. Let children help you replan the project. Point out and help children conceptualize and verbalize the necessity for planning.

3. Let children help in planning daily projects. You might say, "Today we are going to color." Let the children help in collecting items necessary to follow through. This type of activity will help in developing independent planning.

4. Make picture cards of children painting, coloring, doing woodworking projects and any other activities children are used to doing. Let a child pick a card and give the steps necessary and items needed to follow through on the projects. This can be reversed by having cards with the items used to paint, color, write, and letting the children pick a card. The teacher then says, "Who has the things we need to paint?"

5. Play Mr. Wrong and Mr. Right. Let the children role play a child who does "wrong" things and then a child who does "right" things. This can lead to a discussion of behavior patterns and social interaction.

6. Read a story children can easily remember, such as "The Three Bears." Re-read it, leaving out words, and let the children fill in the words. Emphasize that the person who was able to do this was a very good listener. Emphasize this concept often so children will become eager to be good listeners.

7. Show pictures of children crying, laughing, angry, etc. Tell a story about why the children look this way. Later, ask children to create their own stories about why the people in the pictures look the way they do and feel the way they do.

8. Ask questions about social situations using an "if" clause. Example: "What would you do if your little brother was crying?" "What would you do if you hurt someone?"

9. Let children work together in three or four groups drawing and painting or coloring a mural. This will provide a good opportunity for group planning and cooperation.

10. Tell all the children to start telling each other their name, address, age, and all about their families. Have them all talk at the same time. Let this continue for a few minutes. Then stop the children and ask them if they understood and heard each other. Talk about this situation. Ask for suggestions about what to do. Then let each child have a turn talking by himself. Discuss the reason for taking turns.

11. Bring a broken toy to school. Ask the children if they can guess what happened to the toy. Tell them the story of the little boy and girl who always quarreled over their toys. "One day they both wanted to play with the toy. They pulled and pulled on it until it was broken. Then they felt very bad. They decided they would try to think of a better way to play together." Ask the children if they can suggest a solution so this type of accident won't happen again.

12. Bring enough cookies or candies for only half of the class. Ask the children if they can decide what to do with the snack. Emphasize the necessity and value of sharing.

13. Ask questions which pertain to social situations or occurrences. Bring out how people can affect each other. Examples: "How would you feel if Tommy hit you?" "How would you feel if Mary gave you a piece of her candy?"

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RESOURCE 4

ENTRY SKILLS - READINESS

LANGUAGE DEVELOPMENT

1. Skill: States name

Objective: Given the question, "What is your name?," the student can say his first name.

Pre-Test: Ask the student to state his name.

Activity: Puppets give the following instruction: When I speak to you I will tell you to do something. You must then say, "My name is _________" and do what I have asked you to do.

Example: Hello, is your name Mary Jones? Mary Jones, clap your hands.

Answer: Yes, my name is Mary Jones (then she claps her hands).

2. Skill: Names others

Objective: Given a description of a particular student in the group, the student will be able to name that child.

Pre-Test: Ask the student to name 3 other children in the classroom.

Activity: Polaroid pictures mounted on heavy cardboard of children in the classroom performing some action. Point to a picture, have the child tell who it is and what he is doing.

3. Skill: Selects and tells about picture

Objective: Given pictures which illustrate emotions, actions, colors, etc., the student will select and tell about the picture.

Pre-Test: Have the student select a picture and tell you as many things as he can about that picture. He must be able to tell you at least five different things.

Activity: Look at the following pictures. Choose one you like and would like to tell something about. Tell us about the picture - teacher being sure to use open-ended questions. "What do you think is happening in this picture?" "Why do you think the child in this picture is sad?"

4. Skill: Illustrates and discusses preposition words

Objective: The student is able to demonstrate and discuss the meaning of preposition by placing an object in a stated relationship to the other.

Pre-Test: Have the student demonstrate the following preposition words by placing an object: over, under, behind, before, between through, bottom of, front, back, etc.

Activity: The student demonstrates the meaning of the words: over, under, in , on, behind, beneath, by placing a ball in the directed position.

5. Skill: Dictates sentences

Objective: Given the opportunity, the student will dictate a sentence for the teacher to write down.

Pre-Test: Ask the student to tell you a story for you to write down on chart paper.

Activity: Say, "I have been telling stories, now it's your turn. Who can tell me a short story?" Write story on chart paper.

6. Skill: Tells a story and illustrates it

Objective: Given the opportunity, the student will dictate a short story and draw or paint one picture to interpret his story.

Pre-Test: After the student has dictated a story to the teacher, ask him to draw a picture that would go with that story. He will experience success when he can have at least three objects from the story illustrated in the picture.

Activity: Have the student tell a very short story. Encourage him to draw at least 1 thing about that story - very simple - as the student progresses in skill, increase the number of things he is to draw.

7. Skill: Classifies and discusses illustration

Objective: Given large containers labeled with words or pictures, and a group of illustrations or objects, the student is able to classify and discuss illustrations by placing each in the proper container and tell why.

54-A

Pre-Test: Give the student many objects and three containers. Ask him to place the objects in the containers, using the pictures on the front of each container as a guide.

Activity: In a stack on the floor, give the student several pencils, crayons, erasers, and shoes. Ask him to put all of the pencils together, shoes together, etc.

AUDITORY DISCRIMINATION

1. Skill: Identifies source of sounds

Objective: Given familiar sounds (dog bark, door bell, sneeze, etc.) the student will identify the sound produced.

Pre-Test: Have the student listen to previously taped or recordings of familiar sounds. Ask him to name as many sounds as possible. All of the sounds on a given tape or recording will be adequate.

Activity: I will make a sound using a tape or something in the room. Close your eyes and listen to it. Open your eyes. What did you hear?

2. Skill: Identifies words as same or different

Objective: Given a sequence of 2 words pronounced orally, the student identifies the words as same or not the same.

1. ant - ant
2. come - down
3. apple - apple
4. wet - wet
5. fry - frog
6. wish - waist
7. town - clown
8. to - to
9. every - every
10. April - maple

Activity: Listen carefully. I am going to say two words at a time. You are to tell me if these words sound the same to you or not the same.

floor - floor   come - again   to - to

3. Skill: Identifies rhyming words

Objective: Given a word pronounced orally, the student can supply a rhyming word.

Pre-Test: Have the student listen to the following group of words - one group at a time and tell you which group rhymes and which group does not rhyme.

1. man - fan
2. lump - hump
3. rooster - find
4. cake - make
5. fish - water
6. cat - hat
7. cup - dish
8. boy - toy
9. pencil - school
10. book - hook

Activity: Riddle game. The students will supply the rhyming word for each riddle.

Mix it, stir it, let it bake
Soon we'll have a chocolate cake

Then the wind blows very hard
Leaves go blowing, round the yard

Have the child

Stand up tall, face the wall
Jump up high, reach for the sky
Spin around, touch the ground
Sit on the floor, point to the door
Give a loud clap, give your neighbor a tap
Stand up tall, make yourself small

4. Skill: Identifies words having same initial sound

Objective: Given a series of words pronounced orally, some of which begin with the same initial sound, the pupil will identify the words having the same initial sound.

Pre-Test: Have the student listen to the following group of words - one group at a time - and tell you which group has words that begin alike and which has words that do not begin alike.

1. man - moon
2. come - home
3. book - ball
4. want - wade
5. jump - jade
6. Sally - Mark

Activity: 1. While printing children's names on a chart, the teacher will call attention to the names of the children in the class which begin alike.

Mary, Michael, ___________
Billy, Betty, ___________
Robert, Rose, ___________

Children will be asked to supply other names that begin like the ones already used.

2. Using the names of objects around the room, the teacher will name the object. The student will name another object or person whose name begins with the same sound.

5. Skill: Identifies words having the same final sound

Objective: Given two words pronounced orally, the student can identify the final sound as same or not the same.

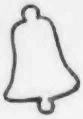
Pre-Test: Have the student listen to the following group of words - one group at a time - and tell you which group has words that end alike and which has words that do not end alike.

1. ball - wall
2. clock - want
3. map - pump
4. child - had
5. mountain - hill
6. moon - fan

Activity: 1. The teacher will direct the student to nod his head (yes) if the final sound is the same, and shake his head (no) if the final sounds of the words do not sound the same.

tub - tug
pat - pack
coast - toast
bass - bath
cat - cap
muff - muss

2. Find the bell. I will say two words. If they end with the same sound put an X on the line after the bell. If they end with a different sound, write nothing.



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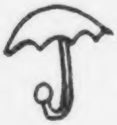

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LISTENING COMPREHENSION

1. Skill: Follows specific directions

Objective: Given any short oral command, the student will follow its directions immediately.

Pre-Test: The teacher will give the student the following directions:

1. Stand up.
2. Walk to the door, open it, look outside, close the door, come back to your seat, sit down, clap your hands.

Activity: 1. The student listens while teacher gives an oral direction and chooses a child to respond: "Mary, walk to the window." "George, walk slowly to the doll house."

2. Follow these directions in this order:

a. Take a book from the table.
b. Put the book on the shelf.
c. Go to the window.
d. Stand by me.

2. Skill: Recalls sequence

Objective: After listening to a given story, the student will retell its events in sequence.

Pre-Test: Read the Three Little Pigs aloud to the class. Students are to retell its events in sequence. Responses should be consistent with the sequence of this story.

Activity: Now You Tell It

1. The teacher tells a simple story and has the children repeat the events in the order of their occurrence. She helps by asking, "What happened after that?"

2. The teacher reads or tells a story aloud for which she has prepared a set of pictures which illustrates main events in the story. The student uses the pictures to retell the story.

3. Skill: Recalls information

Objective: After listening to a narrative or factual story, the student is able to recall information directly stated.

Pre-Test: Read a story to the child - you can use the Three Pigs again - ask the children to answer yes or no to the following facts:

1. The first pig lives in a block house.
2. The wolf blew down the straw house.
3. There were four pigs.
4. Etc.

Activity:

1. The teacher reads or tells a story. She will then say, "I am going to say some sentences about the story. If the sentence is true, raise your hands. If the sentence is not true, clap your hands, and we will let someone tell why it is not true.

2. Listen to the directions and identify what part is left out when they are repeated.

A. 1. Take a sheet of paper and color its surface with one crayon.
   2. Color over the paper with a different crayon.
   3. Color the sheet again with a third crayon.
   4. Cover the paper with a black crayon.
   5. Take a bobby pin and scratch a design on the paper.

B. Repeat the instructions omitting #4.

4. Skill: States the main idea of a story

Objective: Given a picture or story without a title, the student will state a title or main idea which relates to the content of the illustration or story.

Pre-Test: Show the student a scenic type picture (outdoor or indoor) and ask him to tell you a title for that picture.

Activity:

1. The teacher will read a story to the class, a small group, or an individual child, and will not give main idea of the story. Ask the student to tell you what the main idea of the story is.

2. State the title of this picture. Any title will be accepted that is based on the contents of the picture.

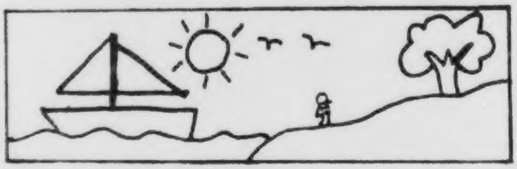
VISUAL DISCRIMINATION

1. Skill: Identifies objects and pictures

Objective: Given a picture or a group of objects, the student will be able to identify things or items named by the teacher.

Pre-Test: Show the student (from Peabody Kit) a picture of an apple, a coat, a chair, a dog, etc. Ask the student to name the objects. Be sure to use at least 10 cards.

Activity: Tell me three things you see in this picture.

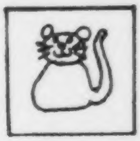
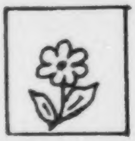
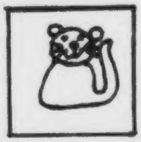
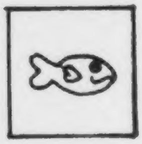
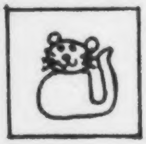


Verbal contest may be used to see which child or team of children can correctly touch the largest number of objects in the classroom named by the teacher.

2. Skill: Identifies identical objects and pictures

Objective: Given a picture with stimulus, and a set of 4 pictures, the student is able to identify those which are the same as the stimulus picture.

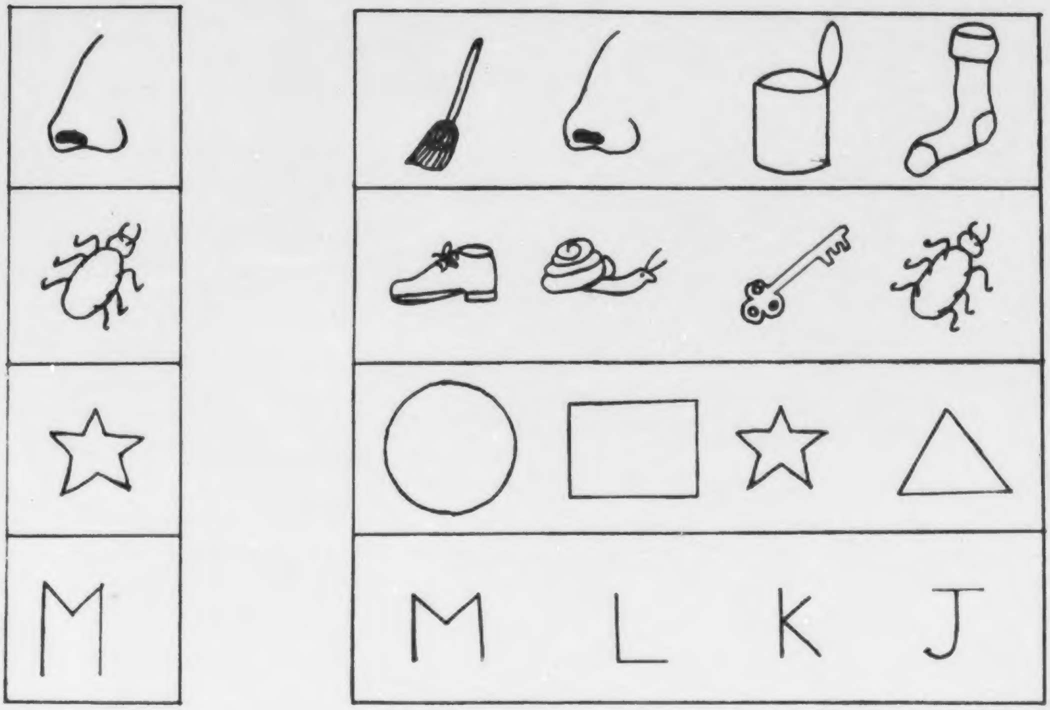
Pre-Test: Give the student a stimulus picture of a cat. Show the child a picture of a flower, a cat, a fish, and a cat. Have the student give you the pictures that go together.

Answer: 1, 3, 5

Activity:

1. Identify the picture in each row that is the same as the one in the box:



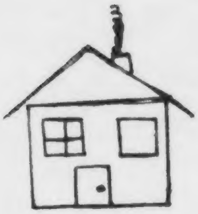
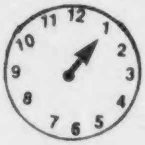
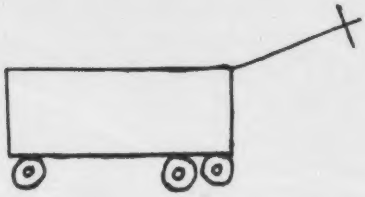
2. Game - Just Like Me

One set of picture cards is spread face up on a table so that each card can be seen. The second bundle is placed in one pile, face down on the table. The student turns up one card at a time from this pile and mates it with an upturned card.

3. Skill: Identifies missing parts

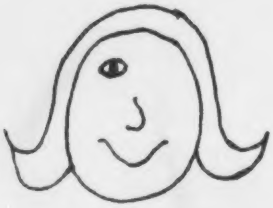
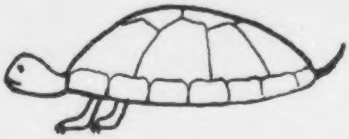
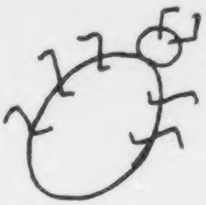
Objective: Given a picture missing an obvious detail, the student will identify that detail.

Pre-Test: Have the student identify the missing parts in the following pictures:

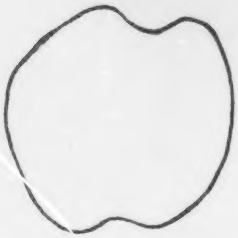
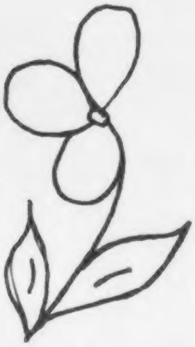
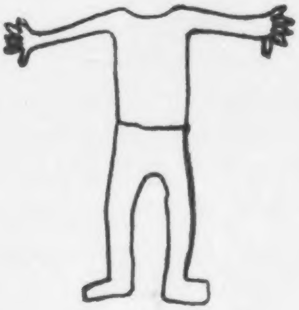




Activity:

1. Look at the pictures on this page and tell me what is missing from each picture.

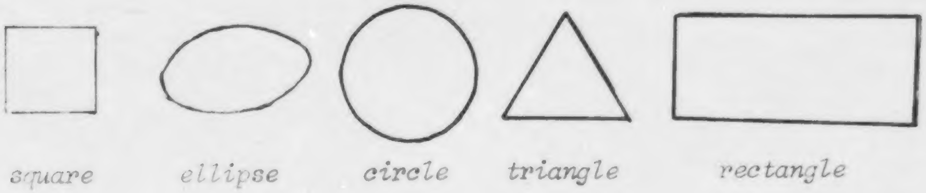
2. Identify what is missing from the following pictures:

4. Skill: Identifies differences in shapes

Objective A: Given a number of different 2-dimensional shapes, the student will identify the shape named by the teacher.

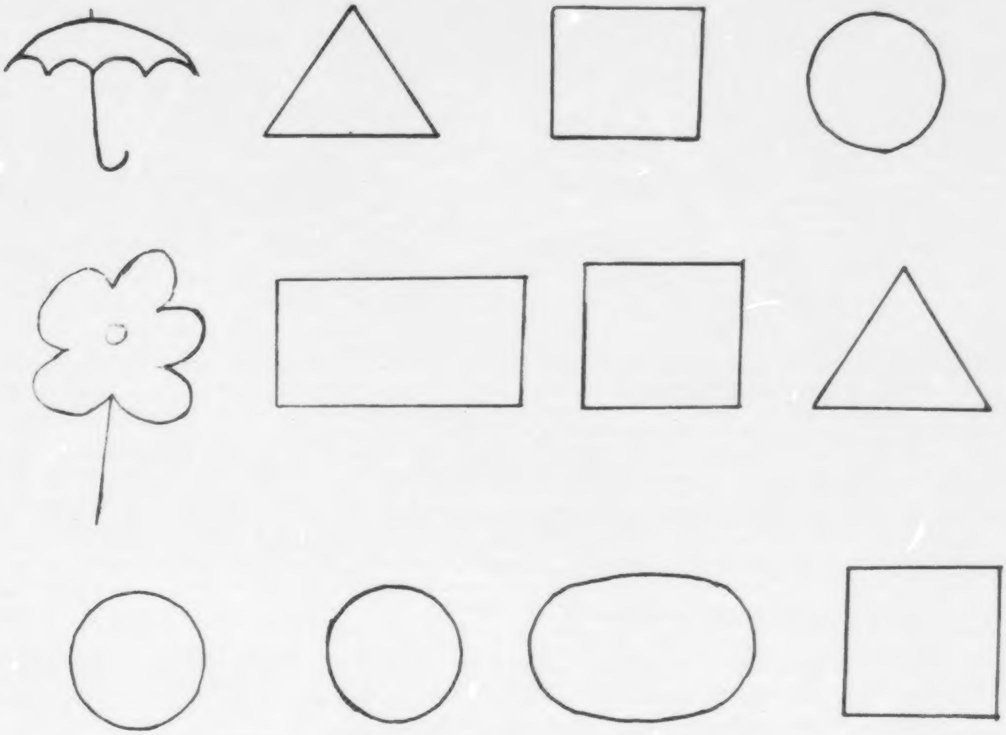
Pre-Test: Have the student name the following shapes:



Activity:

1. Spread a number of different shapes on the table. The student is told to "Pick up the circle and give it to me."

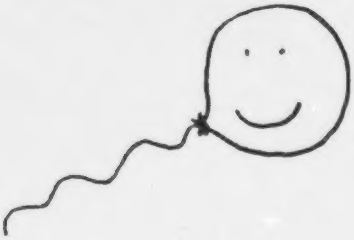
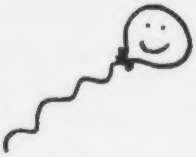
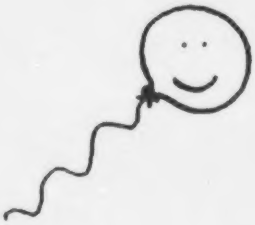
2. On a flannel board have the following patterns of shapes set up.



Ask the student to cover the shape named by the teacher.

Objective B: Given a group of three-dimensional shapes different only in size, the student will be able to identify the smallest and largest shape.

Pre-Test: Show the student three round balloons the same color and shape, varied only in size. Have the student answer the following questions:

1. Which balloon is the largest? (Answer: 1)
2. Which balloon is not large and not small? (Answer: 3)
3. Which balloon is the smallest? (Answer: 2)

Activity:

1. In your box you have some shapes. See if you can match my shapes with yours according to size. Place yours under mine.

2. On the flannel board have two rows of pictures of objects of varying sizes. Ask the students to color the size named by the teacher.

Skill: Identifies differences in colors

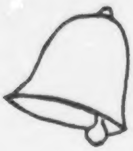
Objective C: Given nine different colors, red, blue, brown, white, black, purple, orange, green, the student will be able to identify the color named by the teacher.

Pre-Test: Show the student 9 different color circles made from construction paper, and ask him to name the color you show him.

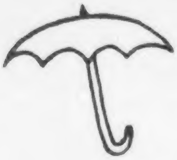
Activity:

1. Ask the student to choose from a number of different color cards the color you name and give it to you.

2. On a flannel board have the following board arrangement of color ready:



white	green	violet



yellow	blue	red

Ask the student to cover the color in:

a. In the bell row cover the green;
b. In the umbrella row cover the red...

5. Skill: Identifies own name.

Objective: Given name cards, one of which has the pupil's name on it, the student will be able to choose his name from other names on the cards.

Pre-Test: Have the student choose his name from 3 other names printed on sentence strips.

Activity:

1. Print each student's name on a cardboard strip. Before the students sit at the table, distribute these place cards randomly about the table. "Look at the name cards, and see if you can find yours. Then sit down at that place. If you can't find your own I will help you."

2. Select your own name card and place it in the card holder.

3. Place each student's name on the back of his lunch ticket. Spread the lunch ticket on a table with name side up. Each student picks up the lunch ticket with his name on it as he goes out the door to the lunch room.

VIEWING COMPREHENSION

1. Skill: Answers questions about details of a picture

Objective: Given a picture to observe for a few minutes, the student will describe the contents of the picture after it has been removed from sight.

Pre-Test: Ask the student to describe any given picture after it has been removed from sight. You can set 10 as the number of accurate comments he has to make.

Activity:

1. Look at this picture. After it is removed, describe all the things you remember about it.

2. Explain this picture. Name its contents and describe the activity.

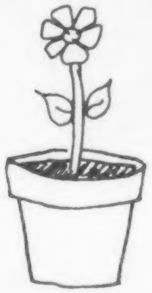
Teacher: Be sure to ask lead questions.

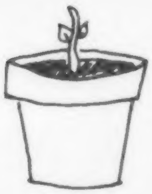
2. Skill: Sequential order

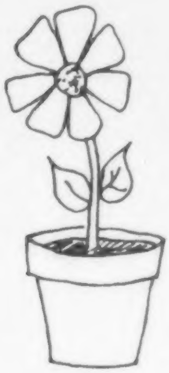
Objective: Given a group of pictures depicting a familiar series of events in scrambled sequence, the student will arrange the illustrations in proper order.

Pre-Test: Use any sequenced story or sequenced puzzle and after reading or telling the events have the student place the pictures in sequential order according to the story.

Activity: Arrange these events in proper order:







3. Skill: States a logical conclusion about events viewed

Objective: Given a story whose conclusion is missing, the student will state the likely ending based on the contents of the story.

Pre-Test: Ask the student to tell the logical ending to any story read.

Activity:

1. Read a story to the class. Show them the pictures as the story proceeds. Before the story is concluded, close the book and ask the students to tell the ending to the story.

2. Show class a picture. Ask what is happening in the picture. What do you think happened before? What do you think will happen next?

VISUAL MEMORY

1. Skill: Names missing objects

Objective: Given a group of displayed objects which are then covered while one object is removed, the student will identify the missing object when shown the changed group.

Pre-Test: Place on a table 6 pictures. Ex: Dolch picture word cards. Have the student look at the cards about a minute. After that minute, remove two of the cards and have the student tell which cards you removed.

Activity:

1. Display a group of familiar objects (car, crayon, ball, book, glass, etc.) Then cover the objects and remove the ball. Student is to identify the missing object when shown the group again.

2. Looking time - Have the boy manikin assembled on a metal surface. Say, "Now let's play a game called 'what's wrong with the doll?'. You must close your eyes. Then I will do something to the doll that makes it look funny. When you open your eyes, look and see if you can find what is wrong with the doll." Have the children identify the body part(s) that is or are misplaced or removed. Then ask individual children to participate. Make the following changes, one at a time:

1. remove one arm
2. remove one leg
3. interchange the mouth and nose.

2. Skill: Reproduces sequence of objects from memory

Objective: Given a sequence of 5 objects, exposed for 6 seconds, the student will be able to reproduce from memory the sequence of those 5 objects.

Pre-Test: Place on a table 5 objects: book, pencil, clothespin, top, toy. Have the students look at the 5 objects for 6 seconds. Cover and rearrange. Have the student put the object in the same sequential order as they were at first.

Activity: Miniature Scenes. At first establish very simple scenes for the student to copy. An animal between two trees, for example. Later, arrange a scene as on a farm (barn, fences, farm animals). Start with a few items, adding new items as the student becomes more competent. Let the student look at the scene for 6 seconds. "When you shut your eyes, I'm going to change everything around, and then you will put things back the way they are now. Are you ready? Close your eyes."

3. Skill: Constructs name from memory

Objective: Given the appropriate letter cards, the student can construct his name from memory.

Pre-Test: Give the student appropriate letter cards at random, N O J H, and ask him to put those letters in order so that they spell his name J O H N.

Activity:

1. Individual child will assemble the letters in his name from memory.

2. Small group - "Boys and Girls, we are going to play a game. You look at the letters I hold up and take the one that fits the letters in your name. See if you can complete your name first by placing your letters in the correct order." Encourage them to work from left to right. Collect the letters in alphabetical order by showing a letter and asking for all like this one.

4. Skill: Identifies original picture within group.

Objective: Given a picture or pattern displayed 6 seconds and then removed, the student is able to identify this original pattern within a set of pictures or patterns.

Pre-Test: The teacher shows the student a picture for 6 seconds. Place this picture within a group of similar pictures. Ask the student to pick out the original picture.

Activity:

1. Look at this picture. After it is removed, describe all the things you remember about it.

2. Poker chip pattern - use poker chips for early pattern reproduced exercise, because there is no element of reversibility with a round shape. Allow the children to look at the pattern while they duplicate it. Later after allowing the children to look at the pattern, cover it with a sheet of cardboard or table, and have the children reproduce it. The children may take turns making patterns for each other to copy.

5. Skill: Describes picture recently removed.

Objective: Given a picture to view, the student will describe at least 5 elements of the picture after it has been removed from sight.

Pre-Test: Show the student a picture. Ask him to tell you 5 things he saw in the picture.

Activity:

1. Look at this picture. After it is removed, describe all the things you remember about it. If the child stops before he has named or described 5 things then the teacher must ask questions to encourage him to think and thus be able to describe more elements. "What was the King sitting on? Do you remember what he had in his hand?"

2. Display pictures showing missing parts for about 6 seconds. Remove the pictures. Describe at least 5 parts that were missing.

6. Skill: Instant recall of words

Objective: Given a group of familiar words printed individually on flash cards, the student will identify these words by immediate recall.

Pre-Test: Show the student the following words printed on the sentence strip.

come go up down jump

After you have discussed the words with the student, show them to him once more and have him tell you what all of the words are.

Activity:

1. Identify these familiar words:

a. red
b. Bob
c. sink

2. Have the student name at least 5 children in the class. As he does so, give him that child's name card. Let him hold the name cards. After letting him observe the names and talk about them, ask him to give you the names. Show the student one name at a time and ask, "Whose name is this?"

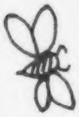
EYE-HAND COORDINATION

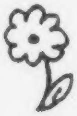
1. Skill: Draws line from left to right

Objective: Given the opportunity, the student will be able to trace a line 8 inches long from left to right without deviating more than $^{1}/_{8}$ inch from either side.

Pre-Test: Have the student trace a straight line from point A to point B. The student cannot vary more than $^{1}/_{8}$ inch on either side of this straight line.

Activity: Trace the bee's path to the flower.





On the chalkboard place a picture of a rabbit at one end of the board and a carrot at the other end. Draw a line from the rabbit to the carrot. Now ask the child to trace the line you draw from the rabbit to the carrot.

2. Skill: Points left to right, top to bottom

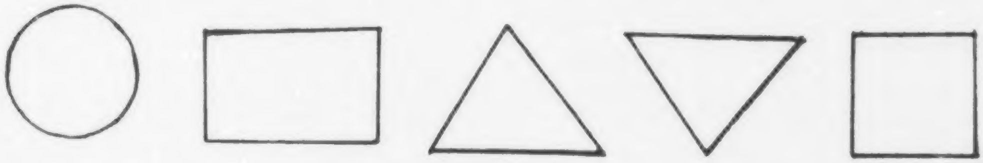
Objective: The pupil can point to the printed words in a story in the appropriate left to right, top to bottom sequence; the teacher can read the story correctly by following the child's directions. The child makes accurate return sweeps to the next line, and repeats the pattern until the end of the story.

Pre-Test: Show the student any of the large Easy Readers. Ask him to pretend he is reading the story. Now show me by pointing, where you would start any given page and where you would end that page. The child should start at the upper left hand corner, come down the page with left to right sweeps of the lines and end at the bottom right corner of the page.

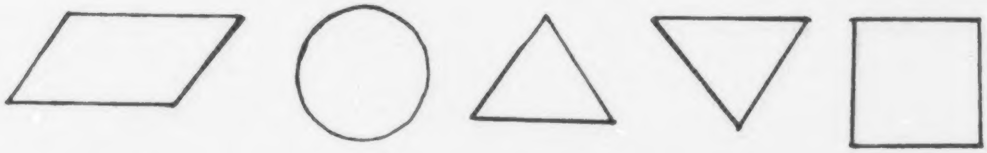
Activity: Have the children dictate a story to be written by teacher or aide. Upon completion of the story they will know each word exactly as she reads the story back to the children. Various children are then given the opportunity to "help" the teacher read by placing their hand under the words as the teacher reads.

3. Skill: Copies geometric shapes

Objective: The student is able to copy the following geometric figures correctly within accepted limits.

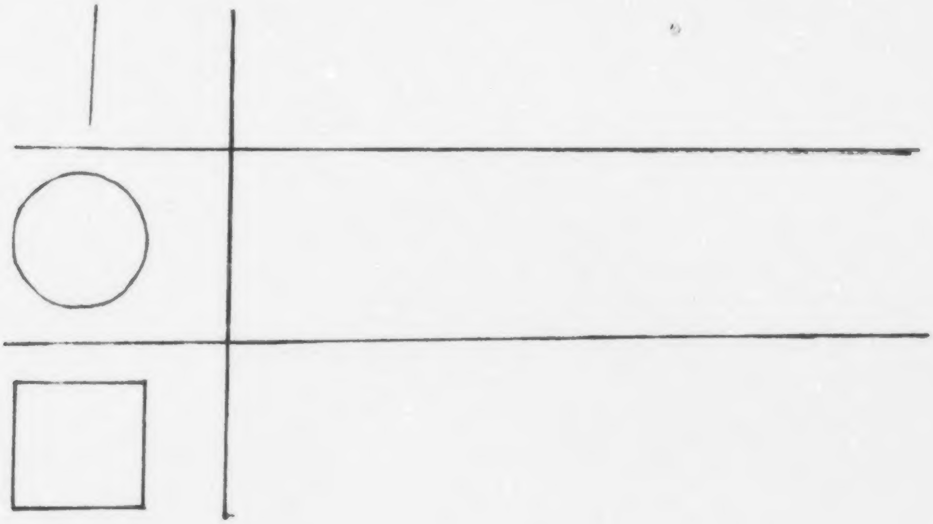


Pre-Test: Have the student copy the following geometric figures:

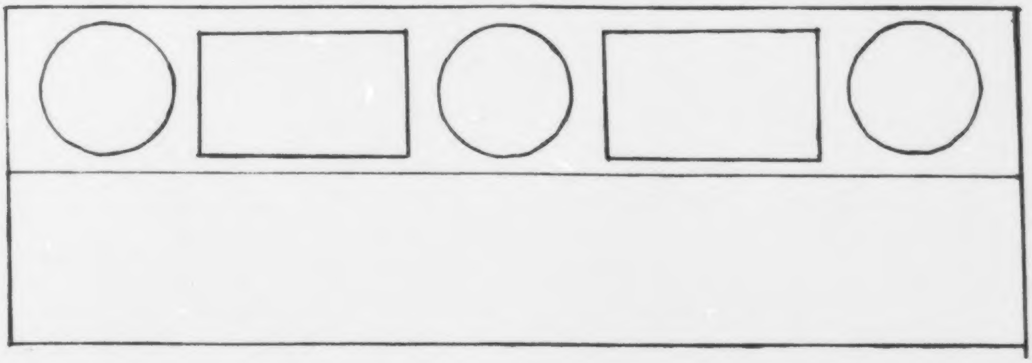


Activity:

1. On the right side of your paper copy the line and the two shapes. Try to make your drawing the same size as the one you see.



2. Look at the five shapes on your paper. Copy each of them on the bottom half of the paper. Try to make them the same size as the ones above the line.



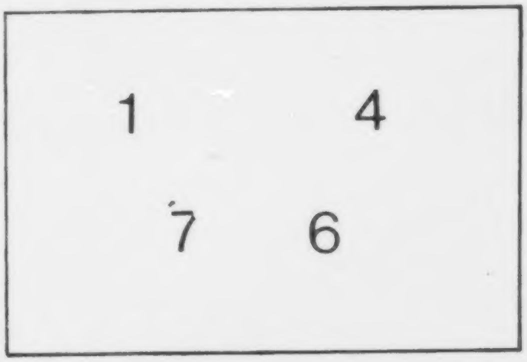
4. Skill: Copies numerals

Objective: Given the numerals 1 - 10, the student will be able to copy correctly within accepted limits.

Activity:

1. The child will trace numerals made from sandpaper which have been mounted on cardboard. After many opportunities to trace these numerals the child will be encouraged to copy them using a crayon on unlined paper.

With your crayon, trace the numerals that you see on the papers. Try to keep your crayon on the line.



5. Skill: Copies letters

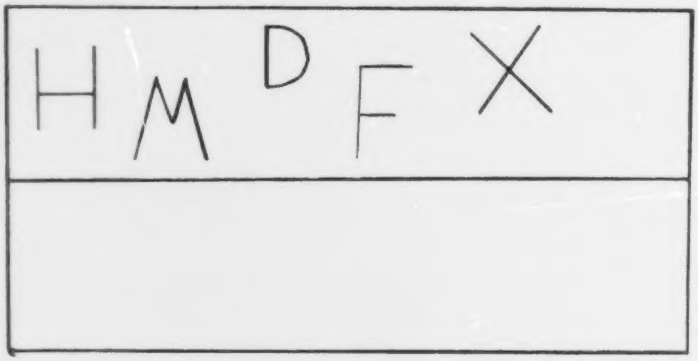
Objective: The pupil is able to copy each upper case letter correctly within accepted limits. (Recognizable as the letter it represents with the parts of the letter in proportion to each other.)

Pre-Test: Since there are so many letters in the alphabet, they should be broken into 4 groups of 6 letters with 2 groups of 7 letters. Have the child copy each group separately until he can copy all 6 groups accurately.

Activity:

1. The child will be allowed to trace with his fingers each letter made of felt or sandpaper mounted on cardboard. After tracing the letter, he will be asked to reproduce the letter on a piece of unlined paper with a crayon.

2. Copy each of the letters you see. Write them on the bottom half of the paper.



RESOURCE 5

LANGUAGE-EXPERIENCE APPROACH TO READING*

An Overview

Throughout the child's school experience there is opportunity and need to help him improve his language power through listening, speaking, reading, and writing. To do this, the child goes through a sequence of language experiences which are designed to enrich his experiences and improve his skills. Children in the kindergarten have already started developing many essential language skills. These should be maintained and developed at the time that the language experiences of each child are being extended and matured. Some of the most important skills which must be developed in children who are expected to live effectively in a democratic society are:

Language Experiences for the Kindergarten Reading Development Program

1. Sharing Experiences - The ability to tell or illustrate something on a purely personal basis.
2. Discussion Experiences - The ability to interact with what other people say and write.
3. Listening to Stories - The ability to hear what others have to say and relate it to their own experiences.
4. Telling Stories - The ability to organize one's thinking so that it can be shared orally or through dictation in a clear and interesting manner.
5. Dictating - The ability to choose from all that might be said, the most important part for someone else to write and read.
6. Developing Speaking, Writing, Reading Relationships - The ability to conceptualize reading as speech that has been written.
7. Making and Reading Books - The ability to organize one's ideas into a form that others can use. **Also**, the ability to use the ideas which others have shared through books.
8. Developing Awareness of Common Vocabulary - The ability to recognize that our language contains many common words and patterns of expression.
9. Expanding Vocabulary - The ability to expand one's vocabulary chiefly through listening and speaking.
10. Writing Independently - The ability to write their own ideas and present them in a form for others to read.
11. Improving Style and Form - The ability to profit from listening to and reading well-written materials.

12. Using a Variety of Resources - The ability to recognize and use many resources in expanding vocabulary, improving oral and written expression, and sharing.

13. Reading Whole Books - The ability to read books for information, recreation, and improvement of reading skills on an individual basis.

14. Reading a Variety of Symbols - The ability to read in their total environment--clock, calendar, radio dial, thermometer.

15. Studying Words - The ability to find the correct pronunciation and meaning of words and to spell the words in writing activities.

16. Improving Comprehension - The ability, through oral and written activities, to gain skill in following directions, understanding words in the context of sentences and paragraphs, reproducing the thought in a passage, reading for detail, and reading for general significance.

17. Outlining - The ability to use various methods of briefly restating ideas in the order in which they were written or spoken.

18. Summarizing - The ability to get the main impression, outstanding idea, or the details of what has been read or heard.

19. Integrating and Assimilating Ideas - The ability to use reading and listening for specific purposes of a personal nature.

20. Reading Critically - The ability to determine the validity and reliability of statements.

The goals of broad language experience as stated above cannot be separated in an effective, efficient instructional program. To attempt to do so is to ask the child to do at an early age the most difficult tasks of the scholar-- to integrate learnings into meaningful behavior. To take reading out of its rightful place in the total language-experience program is to ask children to do what is impossible for many of them. Or it requires the teacher to use valuable time to put back together what did not need to be separated out in the first place.

Teachers can achieve their goals of reading instruction in many ways. Some of them require that reading be brought out for special attention to the neglect of the other facets of language development. Other teachers are able to leave reading in its natural place and work to develop skills in all facets of language experience at the same time.

1. Sharing Experiences

The teacher helps each child to gain confidence in oral and written expression (painting and drawing) which represents his own thinking. Sharing experiences may or may not be related to ongoing themes and units in the classroom. The important concept for the teacher to hold is that every time a student takes the responsibility for sharing his own ideas, either orally or through painting, he may be revealing new interests and may be extending his feeling of responsibility as a group member.

In every classroom there should be opportunity daily for some sharing experiences. These can be oral sharing and/or a combination of painting and oral sharing.

2. Discussion Experiences

As children develop skill in sharing ideas and experiences of a random nature, the teacher should begin to develop within the classroom an environment which suggests the interest of many children. This planned environment should result in the development of a talking- listening situation with interaction between pupils and between the teacher and children. These situations require that a child who has made one contribution must alter any subsequent contribution by what has transpired in between. This requires that each participant listen carefully to what others are saying as the discussion centers around a theme.

Discussion skills are more mature ones than those required when a person shares an idea without any relation to what others have said. They are more mature in their requirements on the individual than ones developed in answering questions. They give opportunity for the use of wide-range vocabulary. There is created a learning situation in which there is a great deal of repetition of key words to express the ideas of the theme. At the same time there is abundant opportunity for listening to and saying words which are of highest frequency in our language.

Teachers who use the language-experience approach should never let a week pass without some planned experiences to develop and improve discussion skills.

3. Listening to Stories

The teacher who is using the language-experience approach provides time for oral reading each day. The reading may be done by the teacher or by a child who has been invited in from another classroom. The principal might be invited to read to the children something that he likes.

As stories are read aloud, children are able to call to memory their own everyday experiences, their imaginations are heightened, their hopes and desires are stimulated, they project themselves into fuller ranges of thought, and their interests are broadened.

The quality of original paintings of children is greatly influenced by the quality and variety of material selected for oral reading in the classroom. By hearing the teacher or some other person read aloud lovely poems and stories, there is developed in the heart and mind of children a sympathy for ideas expressed and a desire for self-expression. Within such an environment, every child is sure to bring out his own thoughts through speech or painting. This attitude and desire is a major goal of the language-experience approach. Without it the approach is as dull and meaningless as any other approach which fails to involve the learner as a thinking individual with opportunities for individual self-expression.

When listening to stories being read is a part of the planned language-experience sequence, it is more than entertainment and recreation. It is a means of broadening interests and extending concepts. It is a period of vocabulary enrichment and the maturing of sentence sense. It is an essential language experience in the improvement of story telling.

4. Telling Stories

Telling of stories is as important as listening to them. It is a more creative experience and develops contact with an audience which few language experiences can do. This contact encourages a greater output of language embellishments, sound effects, physical movements, and voice inflections.

Story telling offers real experience in expressing ideas in thought units, in using colorful and descriptive language, in developing ideas in sequence, and in choosing good action words. All of these are essential experiences for children to take to "print reading" if they are going to be able to read with meaning and interpret what they have read.

Story telling in its simplest form is an essential step in moving into the dictating of stories and then to independent writing. It should be a daily experience in classrooms which are using the language-experience approach.

5. Dictating

A child cannot be expected to make progress in the more technical aspects of communication until such time as he can give clear oral expression to his own ideas. The recording of ideas can take numerous forms. Some which are especially good for class groups are painting and dictating. In using painting to record ideas, the child continues to employ skills learned early at school. To make the ideas protrayed in the painting meaningful to others, oral or written language must be added. In the kindergarten the child dictates the stories and the teacher records the story to accompany the painting. Some dictation is taken individually, some within a small group with children arranged so they can observe the writing, and occasionally the teacher takes dictation from a child while the total class observes the writing.

As children dictate their own ideas to an "adult writer," they are developing a fundamental concept about "what reading is." They can see for themselves that it is speech written down. As the child sees his own speech taking the form of writing, he is beginning to develop lifelong skills in both reading and writing. He is beginning to understand the real basis of all reading material. At the same time most children begin to recognize printed symbols for words which they have produced through speech.

6. Developing Speaking, Writing, Reading Relationships

The natural way for a child to understand "what reading really is" is to observe the recording of his own speech and the speech of others with the letters of the alphabet. The sounds that are produced through speech are reproduced by symbols which are selected by the writer to represent the sounds. In the kindergarten the teacher engages in "chit-chat" which relates to the problem of helping children understand that what they say can make reading material. The purpose is not to develop specific word recognition skills. Actually, all that is being done is to help each child conceptualize reading in a simple framework, such as:

> What he thinks about he can talk about.
>
> What he can talk about can be expressed in painting, story telling, writing, or some other form.
>
> What is written can be read.
>
> The books we read are merely what the author would say to us.

The procedure of representing speech sounds with symbols places phonics in its true and natural role as an aid to language development. It is opposite in its approach from the widely used one of taking a sequence of pre-determined symbols and matching sound symbols to them.

If any specific word recognition skills are developed in the kindergarten, they must emerge as a natural language experience. The technical aspects must be subjugated to a role of helping to support the major purposes. They must be taught when the individual is having personal language experiences which require their application.

Some word recognition skills which might emerge from some children, but not all, during the kindergarten year are:

> recognition of words that are alike, words that begin alike, words that end alike
>
> ability to use names of the letters of the alphabet in talking about words
>
> ability to recognize one's name in print
>
> ability to write one's name on paintings and other personal productions

7. Making and Reading Books

As the teacher works with reading material which has been produced in the classroom, there is increased interest in painting and dictating stories with a purpose. The teacher collects children's illustrated stories into class books for the library table. These can be a collection of stories on many topics or a collection on one topic. As children become productive enough, their individual stories, or an individual story, can be collected into a book. The teacher should provide the necessary materials and help in making attractive bindings. It is important that each child experience individual authorship before the end of the kindergarten year.

Books which contain children's own stories and pictures must have equal status with other books on the library table. The attitude of the teacher and her treatment of the children's books is an important element in developing an environment in which an individual will contribute to a class book or will author an individual book.

8. Developing Awareness of Common Vocabulary

From the beginning of recognizing words on dictated stories, children gain an awareness that some words seem to be used by everybody. It is through this interest that children begin to move from recognizing words in their own stories to recognizing words in stories of other children in the classroom, and eventually to recognizing the same words in books that are in their environment.

In the kindergarten there should be no effort to control the use of specific words or to assure repetition of words. The abundance of language experiences assures needed repetition. In effect, it places "control" with each pupil. Mastery of the sight vocabulary comes at a later time in the school life of children. In the kindergarten the responsibility of the teacher is to raise the level of awareness of pupils that our language contains many common words and patterns of expression. In the process some of the children may gain a sight vocabulary of basic words, but this development is not the goal for all children. It should always be a by-product of effective instruction and a good learning environment.

9. Expanding-Vocabulary

Children can listen to and enjoy stories that are read to them. In addition to the enjoyment, teachers can use the oral reading time to give positive illustrations of points that arise as children dictate their own stories. The teacher points out the variety of ways authors begin sentences, their use of more than one descriptive word at a time, the use of action words, and other aspects of good language which is likely to be duplicated in the oral speech of the children.

It is at the point that children are beginning to conceptualize that any word they can say can be written that they begin to use wide-range vocabulary in dictating, and subsequently in writing and reading. It is essential that children live in a classroom with wide-range vocabulary and experience the use of their "full language power" before they come under the influence of highly controlled vocabularies of "readers."

Yes, kindergarten children are reading their environment when they enter school. One of the most important responsibilities of the kindergarten program is to recognize this reading ability, build a program around it, and extend it to include some of the finer points of reading which will continue to mature as each child grows.

The children must not be led to believe that they are getting ready to read at some future time. To the extent that the self-concept of "they are reading" is awakened and strengthened, they will enter with enthusiasm and natural ability into the reading of the printed word in their environment.

The language-experience approach is designed so that kindergarten children enter into a reading program which has continuity through the grades. It is not a readiness program.

> It is an integral part of a reading program that has no ceilings for individual children.
>
> The range of expectancy is as great as the number of children in the class.
>
> The involvement of all children is assured.
>
> The real language of children is the basic ingredient. All curriculum areas are served through the maturing of language experience.
>
> Reading of print is a natural outcome for most of the children.
>
> Direct instruction in the simple skills of word recognition is eliminated.

The description of language experiences appropriate for emphasis in the kindergarten is presented as a framework in which all kinds of activities can be used for language development. It is designed more as a guide to thinking about the maturing of communication skills (including reading) than it is a description of method and activities. In fact, the activities of the kindergarten using the language-experience approach may not appear to be significantly different from those not using it. The chief difference is in purpose and focus. It might be summarized as the difference in focus on activities and purpose. On the one hand, the kindergarten program will so engage the interests and energies of children that they will not have an opportunity to learn to read (only to get ready). This is in contrast to a kindergarten program with a focus which will raise the level of awareness of each child "that he can read something" and that he will read more and more as he lives and learns in the kindergarten. For some it may mean the reading of print--but for all, it is reading!

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RESOURCE 6

THE READING DEVELOPMENT SCHEDULE

1. Oral Sharing	--daily (every child should have an opportunity within a week)
2. Discussion (planned)	--at least once a week
3. Listening to stories	--daily
4. Telling stories	--daily by at least one child
5. Dictating	--daily by someone
6. Developing speaking, writing, reading relationships	--informal, as teaching opportunities arise
7. Making books	--as materials are produced
8. Developing awareness of common vocabulary	--informal, as teaching opportunities arise
9. Expanding vocabulary	--daily

Content for the reading program should grow out of the interests and experiences of the children. The social studies and science emphases will usually influence the "talk" of the children. This, in turn, is developed for use in the reading program.

When using the language-experience approach to reading development, the reading program must not (it cannot) be thought of as a period during the day than can be identified on the schedule. Rather it might be thought of as the "glue that holds the program together." It gives depth of meaning to art and construction activities; it is the vehicle for conveying the meanings of social studies emphases, of science experiences, of describing the quantitative aspects of the environment; it builds spirit and understanding into singing of songs and playing of games; it places the "creative thinking process" at the heart of the instructional program.

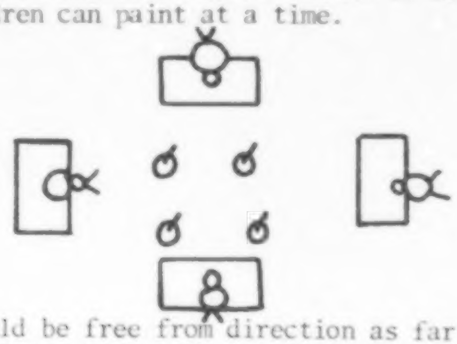
RESOURCE 7

MAKING STORIES

Easel Painting and Dictating Stories

In a kindergarten using the language-experience approach to reading, some children should be painting each day with tempera paint on large sheets of paper. They can paint at easels or on the floor.

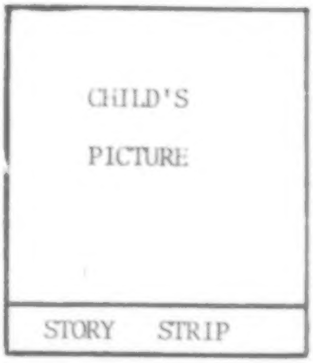
Not more than four colors need to be provided for any one day. If the teacher places four containers with a brush in each container on the floor, four children can paint at a time.



The painting should be free from direction as far as ideas are concerned. The total range of interest is being sought here.

Some place in the classroom is designated as the place for a child to put his completed picture if he has a story about it to tell to the class. Each morning the teacher holds up the picture (one at a time) and asks the artist to tell the class about it. During the "telling" she extracts two or three sentences that will describe the story and scribbles them on the back of the picture or on a note pad. Later she copies the story on a story strip which can be pasted to the bottom of the picture. (Occasionally, the teacher takes dictation of a complete story.)

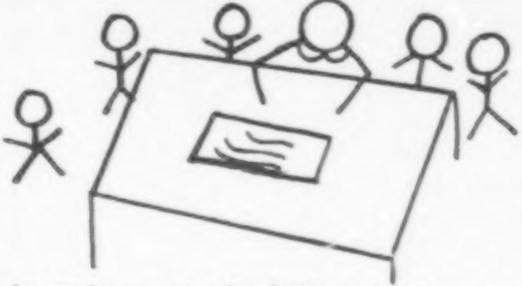
The next day she shares the story (in written form) with the children before asking for new stories. In most classrooms the teacher can expect five or six paintings per day to be submitted for stories.



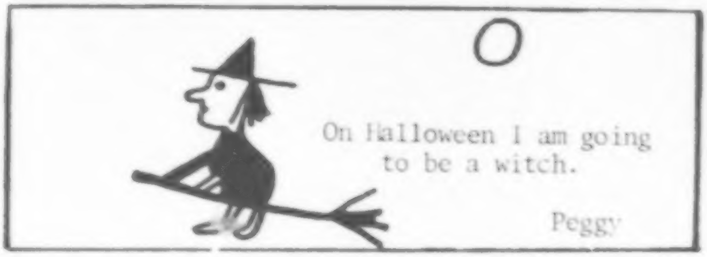
RESOURCE 8

MAKING CLASS BOOKS

When all or a large number of children are painting and dictating on the same general topic or about a common experience, paper should be provided that is not too large to bind into books as several stories are completed. Children may use crayons or tempera paint to illustrate their ideas. The teacher then groups the children in small groups of eight to ten to dictate their stories to her. She arranges them so they can observe her as she records the speech of the "storyteller."



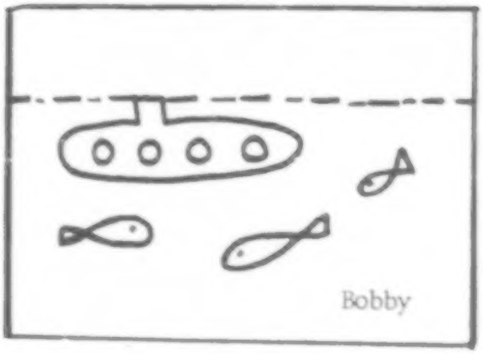
The story may be written at the bottom of the picture. With this plan the children should be encouraged to fold a space at the top or bottom of the paper where they will not paint.



On Halloween I am going to be a witch.

Peggy

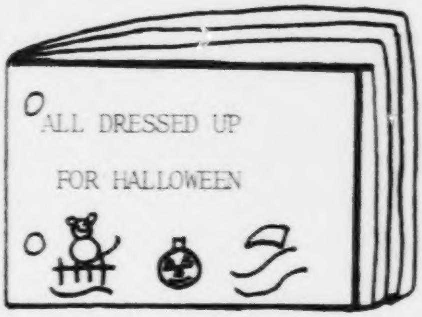
Or the book may be made up of pages that are illustrations on one page and stories on the opposite page.

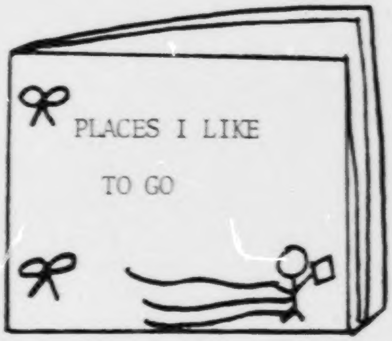


On Saturday we went to Disneyland. My favorite ride was on the submarine. I thought it was real.

Bobby

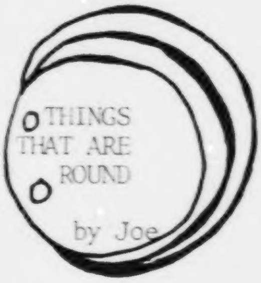
After the stories and pictures are complete, they are bound into books which the teacher reads to the total class and then puts them on the library table for the children to enjoy. Some classes exchange books. Others invite first and second grade classes to their room for a story time when the teacher reads books which have been "authored" by kindergarten children.

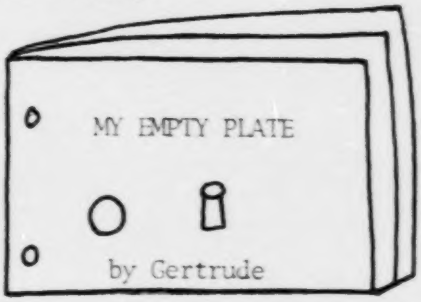




MAKING INDIVIDUAL BOOKS

The making of books as a kindergarten activity is culminated in the making of individual books. Each child should have the opportunity to author one or two books during the year. These books need not be more than three or four pages in length, but an individual binding should set the story apart as the work of an individual. The teacher should be sensitive to the development of stories that deserve special recognition--stories that are complete within themselves. These books are developed at any time during the year and should never be an assigned activity.





As each child has the experience of individual authorship, his appreciation for other authors is deepened and his desire to read what other authors have written is heightened.

RESOURCE 9

LANGUAGE EXPERIENCE

INTEREST INVENTORIES

In order to understand the children better, various types of inventories should be used. In the first grade, the children may draw pictures of the family, the house, pets, and friends. These may be put in booklet form. They can prove very illuminating to the teacher. For the older children, forms such as these included may be used. Each inventory should be studied and interpreted in order to help the children.

FORM 1

1. All About Me

My name is ____

I live at ____

My birthday is ____

Here is a picture of what I look like:

2. My Family and Home

I have ________ brothers and ________ sisters.

Their names are ____

My Daddy works at ____

My Mommy works at ____

At home it is fun to:

_____ work in the yard

_____ watch T.V.

_____ have my friends over

______ help in the house

______ play with other children

Here is a picture of my family and my house:

3. My Friends

My special friends are ______________________________

We like best to play ______________________________

Here is a picture of my friends and me playing:

4. My School

I go to school at ______________________________

I am in the ________ grade.

The things I like best at school are ______________________________

The things I like least at school are ______________________________

I do ____ do not____ go to Sunday School.

5. My Hobbies and Interests

I have a pet ______________________________

I like to read about ______________________________

My favorite comic book is ______________________________

I like these "funnies" best in the newspapers ______________________________

I like to collect ______________________________

I like to take trips to ______________________________

I go to movies about ______________________________

My favorite TV programs are ______________________________

I watch TV about _________ hours a day.

My favorite sports are ______________________________

6. My Wishes

When I grow up I would like to be ______________________________

I would like to be a _______________ because ______________________________

If I could have just three wishes, I would wish for:

1. ______________________________________

2. ______________________________________

3. ______________________________________

I sometimes worry about ____________________________

The three things I like least are:

1. ______________________________________

2. ______________________________________

3. ______________________________________

RESOURCE 10

BRIEF SUMMARIES OF VARIOUS BEGINNING READING APPROACHES

BASAL READERS

Basal reader series are highly structured and systematic programs which utilize a series of graded readers, workbooks, tests, and supplementary aids for each grade or reading level. The introduction of vocabulary is generally controlled and skills are sequenced and ordered in their presentation. Detailed teacher's manuals provide lesson plans and suggestions for supplementary activities. Different approaches (intensive phonics, whole word, linguistic, etc.) are emphasized by various publishing companies. Although often criticized, basal readers are utilized in 80 - 95% of today's school systems.

INDIVIDUALIZED APPROACH

The individualized reading approach promotes self-motivation and self-selection. The pupils select from a wide variety of children's literature sources those books they want to read. After reading at their own pace, individual conferences are conducted with the teacher. At these conferences, the teacher checks progress and notes any reading problem areas. The teacher then provides needed instruction either individually or in small groups, as appropriate. This approach can work well with many other reading methods, but one major weakness is the large amount of necessary reading materials needed for each pupil. However, at least two major publishing companies now produce individualized reading programs, with as many as 100 books each, supplementary materials, and complete management instructions.

PROGRAMMED APPROACH

The programmed approach consists mainly of a series of graded workbooks which are self-instructional and self-pacing. The workbooks consists of a series of small, carefully sequenced steps, usually boxed off in "frames." The pupil responds to the stimulus in each frame and receives immediate feedback (usually by moving a paper slide) as to the correctness of his response. Regular and constant review and testing are usually provided. Supplementary readers and other materials are available. Constant repetition may prove boring to some, but programmed materials appear to be effective for the low-achieving student.

LINGUISTIC APPROACH

Although the Linguistic Approach varies widely from publishing company to publishing company, one common feature is the emphasis on presenting only regular sound-symbol patterns in the very early stages. This emphasis leads to sentences such as: "A man had a cat." "A cat had a fat rat." "A rat sat on a mat." Irregular patterns are introduced at later levels, after regular patterns are mastered. Some linguistic programs reject "meaning" as an emphasis in early reading and ban pictures as being detrimental to decoding, while others use pictures and stress meaning along with decoding. As a consequence, there is little agreement as to what actually constitutes the linguistic approach.

PHONICS APPROACH

The phonics approach concentrates on the relationship that exists between letters and their sounds as a key to unlocking new words. Most phonics programs begin with the consonant sounds, since the consonants tend to be more consistent than the vowels in their sounds. The emphasis on sounds makes auditory discrimination an important factor in phonics instruction. Most phonics approaches stress mastery of rules or "phonics generalizations," as they are commonly termed. These "generalizations" have limited utility in actual reading context and are one of the most often criticized features of the phonics approach. Although the ability to decode, converting print to speech, is an important beginning reading skill, it is becoming increasingly clear that traditional phonics approaches might not be the most efficient or effective ways to develop it.

INITIAL TEACHING ALPHABET

ITA utilizes a 44 character alphabet, instead of our conventional 26, which provides for a consistent one-to-one sound-symbol relationship. For example, the long "i" sound as in buy, sigh, island, kite, etc. would not be represented by different letters, but by the one long "i" symbol, ie. Capitals are duplicates of lower-case letters in shape, only larger, so that children do not need to learn different capital and lower-case symbols. Children learn to read and write with ITA simultaneously, and begin making the transition to traditional orthography (TO) usually after the first year.

WORDS IN COLOR

Words in Color utilizes a special color coding of letters, using 47 different colors or color combinations. Each letter or letter group that represents a given phoneme (sound) has its own color. Instruction is heavily dependent on twenty-one wall charts containing color coded letter combinations and colored chalk for presentation of color-coded correspondences. Fine color discrimination is essential for use of the system; for example, ten shades of green are used. The vocabulary is strictly controlled and the actual reading materials are printed in black and white. Many reading people feel that time spent learning the color code might just as well be spent dealing with regular letters and sounds.

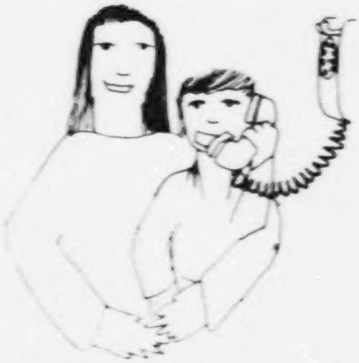
PEABODY REBUS

The Peabody Rebus Reading Program uses pictographs (rebuses) to describe a picture so that a child can read a complete sentence without the words being presented in their written form. The materials, designed primarily for kindergarten and grade one, consist of three programmed texts, two readers, and some supplementary materials. The program seems to have merit for children with marginal learning abilities. By the program's end, a transfer to traditional orthography is made, and the pupil should have a working vocabulary of 120 words.

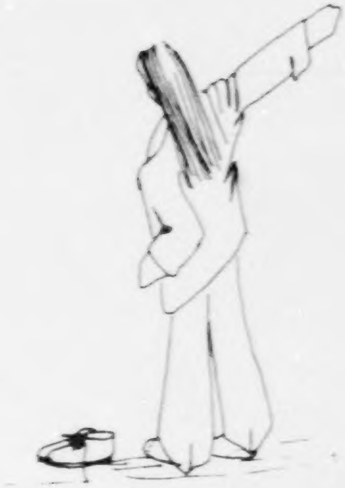
RESOURCE 11

HOW MANY EXPERIENCES DOES IT TAKE TO GET YOUR CHILD READY TO READ?

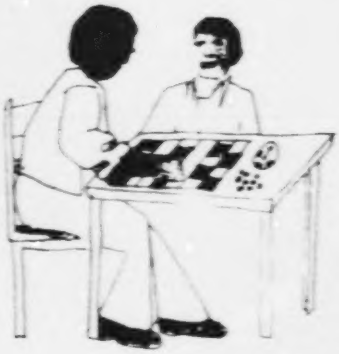
HERE ARE SOME THINGS WORTH TRYING



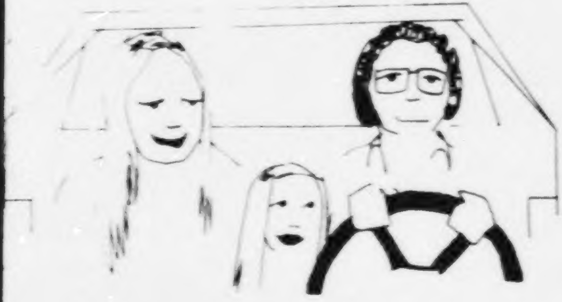
HELP YOUR CHILD
LEARN HOW TO DIAL
AND USE THE TELEPHONE



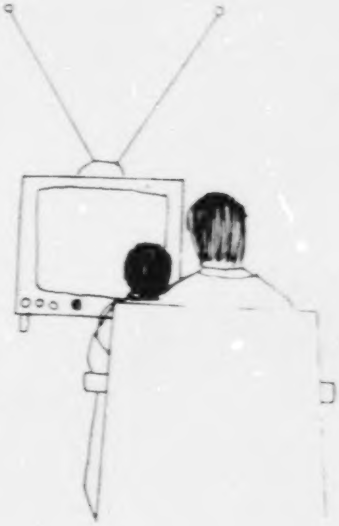
ENCOURAGE YOUR CHILD TO
CHOOSE CLOTHES HE OR SHE
WANTS TO WEAR



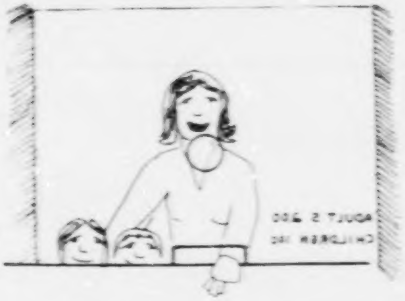
PLAY A GAME
TOGETHER



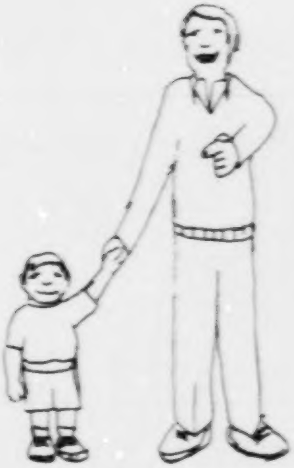
WHEN GOING
FOR A RIDE
IN THE CAR
POINT OUT
UNUSUAL SIGHTS



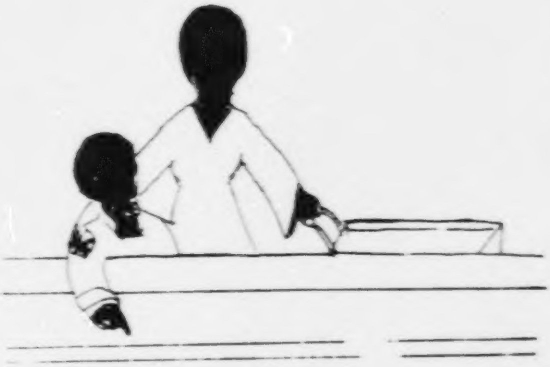
WATCH TV TOGETHER
AND DISCUSS GOOD
AND BAD SHOWS



GO TO THE
MOVIES TOGETHER



GO FOR WALKS TOGETHER
AND LEARN TO LOOK FOR,
NAME, AND REMEMBER THINGS



HELP YOUR CHILD
CHOOSE WHAT TO EAT
FOR LUNCH AND SNACKS

LOOK AT PICTURES TOGETHER
AND MAKE UP STORIES ABOUT THEM

SUGGEST YOUR CHILD MAKE
UP A NEW ENDING TO HIS
OR HER FAVORITE STORY

DEVELOPED BY
FLORIDA
RIGHT
TO
READ

Department of Education
Tallahassee, Florida
Ralph D. Turlington,
Commissioner

RIGHT TO READ '75

JULY 1975, VOL. 2, NO. 2

This is the second in a series of six bimonthly reports on the National Right To Read Effort published by the International Reading Association, a nonprofit professional organization for teachers, administrators, reading specialists, and others concerned with the improvement of reading instruction.

A national effort to eliminate illiteracy in the United States by 1980, the Right To Read Effort works to unite all segments of society, both public and private, toward this common goal.

These reports focus on promising practices in reading instruction developed in school and community-based reading programs throughout the country. They are aimed at stimulating ideas and providing practical information for those interested in preventing and eliminating illiteracy in the United States.

Published under a contract with the U.S. Department of Health, Education, and Welfare, these reports are mailed free to education and community leaders. Additional copies may be obtained from the International Reading Association, 800 Barksdale Road, Newark, Delaware 19711, or reports may be reproduced without special permission.

Further information on the National Right To Read Effort is available from the Right To Read Office, Room 2131, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

VOLUNTEERS IN READING

A key component of the Right To Read school-based program guidelines urges parental and community involvement in schools. In fact, any school which receives Right To Read funds must have a planning committee, or Unit Task Force, which includes parents and/or other interested community members, and it must encourage community volunteers to assist in the reading program or provide supplementary activities which aid the program.

This report focuses on the second aspect of this involvement—volunteers in the reading program. Whether they tutor, type dittos, or make instructional materials, these volunteers are helping schools to individualize instruction, and they are serving as important links between school and community, strengthening critical communication ties.

Although the use of volunteers to aid reading instruction is not a new concept and is certainly not unique to Right To Read, it is a rapidly expanding movement. The National School Volunteer Program estimates that this year more than two million volunteers are working with over five million children in the United States. Furthermore, NSVP reports that in the last decade volunteers have given more than $640 million in time to their schools.

In many communities, what started as a small group of volunteers working primarily as tutors has grown to become a highly sophisticated program of volunteer services which provides not only for in-school activities, but also organizes at-home volunteers and even includes "inservice" for parents with tips on how to help their child improve his reading.

In response to the growing demand for more information on the organization and implementation of effective volunteer programs, this report was compiled to provide some helpful hints and some precautionary measures. The content is based on material submitted by administrators of well-organized volunteer programs that have been in operation from two to seven years.[1] Since previous IRA reports on the Right To Read Effort (Vol. 1, Nos. 1 and 9) highlighted the variety of activities in which volunteers are involved, this report will focus on the structure of effective programs. Administrators were asked to discuss major components of an effective volunteer program and also to identify critical factors in successful implementation and administration. They were asked for a frank appraisal of problems which they faced, their solutions to those problems, and advice they would offer to someone initiating a program.

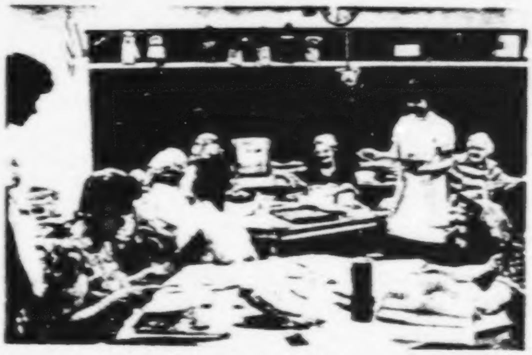
MAJOR COMPONENTS OF SUCCESSFUL VOLUNTEER EFFORTS

In the IRA survey, information was received from programs which range in size from 30 volunteers in a rural school to 14,500 volunteers in a statewide program. Five major areas were identified by respondents as key components in conducting a viable program of volunteer services:

1. Recruitment
2. Training Volunteers
3. Effective Use of Volunteers—Training Teachers
4. Overcoming Staff Reluctance
5. Overall Program Organization

THE RECRUITMENT DRIVE

A successful volunteer program begins with a core of interested, dedicated, and hard-working volunteers. Soliciting support from these volunteers, however, requires a major portion of time and energy in conducting a volunteer program. The IRA survey indicates two basic facts about recruitment: 1) the vast majority of respondents use a multifaceted approach to reach volunteers, particularly in programs encompassing more than one school, and 2) the



Members of the Newark, Delaware, Retired Senior Volunteer Program, a division of the national ACTION program, meet weekly to make instructional materials which are modeled after prototypes provided by teachers.

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[1] Programs discussed were selected in two ways: through a recommendation from a Right To Read technical assistant or state coordinator and from information on volunteer programs which was solicited by IRA.

This volunteer in the Springfield, Missouri, Schools does much more than tutor—she offers encouragement, lends an understanding ear, and sparks enthusiasm.

length of the recruitment drive varies significantly and depends partly on the size of the program.

Most programs use a combination of techniques to solicit volunteer support: speeches and flyers directed at parent-teacher organizations, community and civic associations, church groups; newspaper and radio ads; posters displayed in public places; letters and flyers to parents; announcements at high schools and colleges.

One program director, Jack Cassidy, reading supervisor for the Newark, Delaware, School District, displays in public libraries bookmarkers advertising the need for volunteers. He heads a districtwide program with more than 500 volunteers. Another novel approach is reported by Bill Gibbons, director of HOSTS[4] (Help One Student to Succeed), a communitywide program for adults and children in Vancouver, Washington, with 700 volunteers. For one week each fall, 15 area grocery stores place special flyers in grocery bags.

In Minneapolis, Minnesota, the WISE & GISE program (Women in Service to Education and Gentlemen in Service to Education), organized primarily by 18 community groups, relies on these groups to conduct the recruitment drive, with each group responsible for recruiting a set number of volunteers. This program has more than 800 volunteers serving the Minneapolis Public Schools.

Regardless of the size or sophistication of the volunteer program, however, more than half of the respondents indicate that the most effective approach to recruitment is a personal phone call or visit. Aside from the obvious fact that it is more difficult to refuse a request for help when it comes in person, the one-to-one approach gives the person making the appeal a chance to instill confidence and reassure the prospective volunteer that he will be making a valuable contribution.

"Our greatest problem is helping parents to gain confidence in themselves. They feel that they are not able to do this type of work," reports Henrietta Sanchez, principal of La Luz Elementary School in Albuquerque, New Mexico, which has a program with about 50 volunteers. Other respondents also indicate that overcoming parental reluctance is a problem and should be considered not only in establishing a recruiting approach, but in the training program as well.

Most programs report a 50% turnover or more each year. There seems to be a higher turnover among high school and college students because their involvement in the program is often part of a course requirement, and, consequently, lasts for only a quarter or a semester. Most respondents indicate that the average adult volunteer works one year. The reasons for turnover are numerous; however, the three explanations offered most frequently for why a volunteer leaves are: to accept a job as a paid school aide, to return to school, and to look for full-time, paid employment.

According to 75% of the respondents, recruitment is conducted primarily in the late summer and fall, although high school and college students are recruited at the beginning of each semester as well. Several respondents, particularly those with larger programs, report that informal or spot recruitment is needed throughout the school year. For example, Cassidy explains that he would "like very much to have one recruitment campaign in the early fall and eliminate future recruitment; unfortunately, this has never worked for us."

In contrast, Director of Curriculum and Instruction Robert Hohman of Avon Lake City Schools, Avon Lake, Ohio, states that their recruitment effort is needed only once a year. During annual parent-teacher conferences, parents are asked if they would like to participate in the volunteer program. The names and addresses of interested persons are given to building principals. Avon Lake has approximately 60 volunteers.

Borghild Olson, principal of Jefferson Elementary School, LaCrosse, Wisconsin, notes that she had to refuse help from a local chapter of the American Association of University Women this year because she had more than enough volunteers—approximately 55.

Asked if they would change their recruitment efforts, Virgil Baker, principal of Roosevelt Elementary School in Scottsbluff, Nebraska, responds that his program made a significant change this year by giving credit to college students. This has increased the number and attendance of the volunteers in his program, a single school with 30 volunteers.

Rose Anne Hartman, Roane County, Kingston, Tennessee, notes that someone in addition to the volunteer services program coordinator should assist with recruitment because of the enormity of the job. She often asks high school students to recruit their peers.

TRAINING VOLUNTEERS

Once volunteers are recruited, it is essential that they receive some orientation or training for their activities. Although this training varies among volunteer programs, and even within programs, every respondent indicates that some type of formal orientation is conducted, usually a preservice workshop with several inservice sessions during the school year.

Respondents explain that orientation depends on the type of task or activity that the volunteer will be involved in and on the number of volunteers in the program. For example, the Scottsbluff, Nebraska, program operates in only one school with approximately 30 volunteers. These volunteers, who all perform similar tasks in the reading program, are trained on-the-job by the reading teacher. The volunteer observes first, then later assumes his duties, which include listening to children read, directing games, and reading to children. Although this approach might be cumbersome in a larger program, it works effectively in Scottsbluff.

In contrast, the Minneapolis WISE & GISE program, with three basic activities for volunteers, provides workshops based on the tasks to be performed. Prospective tutors receive a two-hour orientation which includes the presentation of a manual covering the roles of volunteers and staff, how to provide diagnostic aid, and the use of teaching aids.

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[4] A complete description of the HOSTS program with practical suggestions for replication is available from Random House. See "Useful Sources" section of this report.

Volunteer behavior modification group leaders undergo a four-hour orientation which describes the program and how to implement various components. Volunteers serving as assistants to teachers of children with learning disabilities attend 10 hours of training offered by the special education department. In addition, inservice workshops are held frequently for those interested.

Almost every respondent also reports that the orientation should include both skill training and a review of the purposes and goals of the total volunteer program. According to Elizabeth A. Vasil, project specialist, Glassboro Right To Read, Glassboro, New Jersey, Public Schools, which has 40 volunteers, the ideal training should cover "tutoring techniques and human relations skills (providing success, establishing rapport, and cooperating with the classroom teacher), as well as an explanation of school rules and regulations and the role of the volunteer and the teacher."

Glassboro's "Volunteer Tutor Training Course" covers all these areas in 10 two-hour sessions which are conducted by a part-time tutor trainer, with assistance from the Right To Read coordinator, the media center specialist, principals, and teaching staff. This same course is offered at night by the Glassboro Community/Adult School. Although the course is required for tutors, volunteers making materials and monitoring learning stations do not have to participate in the entire program.

In the Avon Lake City Schools, Avon Lake, Ohio, volunteers also participate in a comprehensive training program. Conducted by reading, psychology, and speech personnel, the program provides 15½ hours of training. Topics: physical growth and development, specific reading skills, gaming activities, emotional problems of children, differing styles of learning, and general orientation to the program and to school regulations.

Two additional considerations in developing a training program were also gleaned from the survey:

1. *Orientation should emphasize that volunteers are working to supplement and enrich the reading program—not to take over for the professional staff.*
   Ms. Vasil explains, "You need to strike a balance between giving confidence and making it clear that 20 hours of instruction does not qualify a volunteer to take over the job of the reading teacher."
2. *Training should be comprehensive, but concise. Avoid the temptation to make it all-inclusive and excessively lengthy.*
   Cassidy warns that "no training is ever adequate, and I would like to extend our initial workshop and the inservice sessions; however, I know of a program which extended its training period to two months, and during that time, half the volunteers dropped out."

EFFECTIVE USE OF VOLUNTEERS—TRAINING TEACHERS

Equally as important as training volunteers is training teachers in the effective use of volunteers. Nothing is more discouraging to an eager volunteer than having her talents misused or waiting while the teacher finds something for her to do. A sure way to kill a volunteer program is to have teachers who do not understand the role of volunteers or how to use them.

Interestingly, most survey respondents express their great-

THE GRAB BAG

Looking for a new way to put a volunteer's time to good use? How about an inexpensive, easy-to-make reading game which the volunteer can create and then play with the students? The following suggestions are a few of the most popular games used in the Newark, Delaware, volunteer program. Remember—making reading games is also an ideal project for "at-home" volunteers or community groups who meet to make instructional materials. And, it is an excellent activity for parents who want to help their child improve his reading skills.

WORD BINGO

This game can be made for any grade level, using either basic sight words from the Dolch List[3] or sight words introduced in the school's reading program. Each player has a "Bingo card" divided into 16 squares, each square containing a different word. Definition cards are drawn from a hat, and each player must follow the directions on the card that is drawn. For example, if the card says, "Cover a word that means 'very pretty'," then a player would cover the square that says "beautiful." The first one to cover four squares either horizontally, vertically, or diagonally wins the game. Variations include: initial consonant Bingo, medial vowel Bingo, antonym Bingo, and synonym Bingo.

WORD CONCENTRATION

Two decks of cards—one with vocabulary words and another with definitions—are placed in front of the players. Each player turns over a vocabulary card, then a definition card. If they match, the player gets to keep the cards. If not, he returns them to the piles. The player with the most cards after the decks have been turned over wins the game. For primary students, two decks of vocabulary cards are used and players match words, rather than definitions and words.

SPIN-A-WORD

Numerous games can be made with paper plates. One variation uses sounds for primary-age students and words for older children. The plate is divided into wedges with a sound or word in each wedge. A paper or cardboard arrow is attached in the center of the plate. Each player spins the arrow and when it stops, the player must give a word that begins with the designated sound, or in the word version, he must pronounce the word correctly or give its definition. This game may also be combined with word Bingo, using the spinner as the "caller." Various points are allocated to each wedge, depending on the difficulty of the exercise. The player with the most points wins.

SPEEDWAY

A 2 ft. x 3 ft. oak tag sheet can serve as a playing board for a variety of games. One popular board game has a racetrack divided into blocks. Each player rolls a die, then picks a vocabulary card from a deck. If he pronounces the word correctly or provides the proper definition, depending on the rules, he may advance the number of spaces indicated on the die. The first player to go around the racetrack wins.

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[3] Dolch, E.W. *Teaching Primary Reading.* Champaign, Illinois: Garrard Press, Inc., 1941.

est dissatisfaction in the area of teacher training. Recognizing that this is a critical factor in the effectiveness of their program, many are revising and extending this component.

For most, teacher orientation consists of a presentation on the purpose of the volunteer program by the principal, reading specialist, or elementary consultant at a faculty meeting. Although some respondents report that this is satisfactory, others indicate that their teachers need training in specific activities for volunteers and that perhaps workshops should be held jointly with the volunteers.

Several programs describe more extensive training sessions. For example, at McKinley Elementary School, Parsons, Kansas, parents and teachers are trained together. Both participate in two-day training sessions and periodic inservice sessions held during the school year. Parents are also invited to selected teacher meetings.

In Vancouver, Washington, the HOSTS program holds a five-day training and orientation session for its reading specialists, focusing on the use of volunteers and their proper function in the reading program. Following this, the reading specialists conduct training sessions for all faculty members. Everyone receives a minimum of one day's training in the utilization of volunteers in reading instruction. Bill Gibbons reports that although this type of orientation is satisfactory, future sessions may need to emphasize specific skill activities that teachers can ask volunteers to use with the students.

In the Baltimore, Maryland, Public Schools, teachers receive an orientation prior to the assignment of volunteers. The program covers: an overview of the volunteer tutoring program, possible ways to implement the tutoring program, the classroom teacher's public relations role in the program, and the classroom teacher's administrative or managerial role. In addition, teachers are requested to attend workshops conducted for the volunteers.

At the state level, the Maryland Department of Education sponsors workshops on the utilization of volunteers for supervisors, principals, reading teachers, volunteers, and delegates from community agencies and organizations. During the 1974-75 school year, more than 500 representatives from local school systems attended four regional workshops which were designed to provide participants with information and strategies to increase the effectiveness of volunteer programs in their schools. In turn, those attending conducted workshops for local school district personnel.

Reflecting Maryland's emphasis on teacher orientation in a volunteer program, the Montgomery County Public Schools, Maryland, now offer a one-credit inservice course for teachers entitled, "How to Work Effectively with Volunteers."

According to Jane Erb, volunteer coordinator for the Springfield, Missouri, Schools, teacher orientation should emphasize:

- the need to make volunteers feel self-satisfaction
- ways to use the volunteer
- the importance of giving the volunteer the support and help he needs
- the necessity of giving feedback and praise

OVERCOMING STAFF RELUCTANCE

The most frequently cited problem in the implementation of a volunteer program is the reluctance of staff—administrators as well as teachers—to support the program. They fear that the program will be disruptive; that it will increase teachers' workloads, rather than free them from more routine tasks; that volunteers will not be dependable; and that volunteers will take over. Although at times these fears are justified, the overall benefits of an effective volunteer program far outweigh an occasional problem.

This reluctance is another important reason why training sessions for teachers should be more extensive and specific. If staff members understand what is being developed and know how it will help them, they will be less reluctant to offer support.

Survey respondents who found that gaining staff support was a problem (and more than half did) solved their problem by starting with teachers who asked for volunteers and were more receptive to the program. Ms. Hartman suggests that a program should "start with a few teachers and a few volunteers who are filling a specific identified need—such as reading tutors. As you have program success and greater teacher enthusiasm, broaden the program to include more teachers and more volunteers. Then go into other areas as identified by teachers and volunteers."

Ms. Hartman adds that in Roane County, "All teachers utilizing volunteer services have helped sell the concept to other teachers as teachers observed the benefits of individual help for students. Some teachers, however, are still hesitant even after 5 years."

In Avon Lake and in Vancouver where teacher reluctance was also a problem, the project directors started with a small group of teachers on a voluntary basis. In fact, in Vancouver the communitywide program began in only four schools and now operates in 19.

ORGANIZING THE OVERALL PROGRAM

Proper organization is essential to a smooth-running, efficient, and effective program of volunteer services. The survey respondents made some excellent suggestions which should be considered by anyone trying to improve or initiate a volunteer program:

1. Before recruiting, establish specific tasks to be performed by the volunteer and have a definite program outlined.
   - Make sure that volunteers and teachers know exactly what is expected of the volunteers, when they report, and how they go about their duties.
   - In setting up tutorial sessions, one student should be assigned to the same tutor for a specified period of time; tutors will take a greater interest in their students and be more willing to continue.
2. The program should not be coordinated by the principal because most principals do not have the time to schedule volunteers; they should act as resources and liaisons.
   - Ideally, there should be a building volunteer coordinator and a teacher representative to serve as liaison between the faculty and the coordinator. In a districtwide program, there should be a central office coordinator and building coordinators.
   - Choose coordinators carefully—they must get along with many different types of people.
3. Screen volunteers carefully.
   - Not all are suited to work with children. Plan some activities that do not require contact with children, so that the volunteer can still be useful.
   - Unfortunately, some volunteers are totally undesirable in a school situation. Letters of reference and interviews are now used by many programs which faced this unfortunate situation.
4. Plan follow-up or ongoing contact with volunteers.
   - It is important to keep them involved and interested in

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attending workshops.

- Periodic evaluations are essential for solving problems and improving the program.

5. Plan ways to recognize volunteers through:
   - end-of-the-year teas and luncheons
   - certificates of merit, small gifts, flowers presented at parent-teacher meetings
   - letters from teachers and tutees to tutors
   - personal notes from the principal
   - special pins after several years of service
6. Be realistic in your expectations of volunteers.
   - They are offering time as it fits their schedules. They will probably work only several hours each week—do not expect a six-hour day, five-day-a-week commitment.
   - Some volunteers will be lax on attendance—in training sessions emphasize the need for regular attendance.
   - Some volunteers may become too aggressive. Watch for warning signs.

RESOURCE PERSONS

The following people may be contacted for further information on their volunteer programs.

Virgil Baker, Principal, Roosevelt Elementary School, 1306 9th Ave., Scottsbluff Public Schools, Scottsbluff, Nebraska 69361

Jack Cassidy, Reading Supervisor, Newark School District, 83 East Main St., Newark, Delaware 19711

Jane Erb, Coordinator of School Volunteers, Springfield Public Schools, 940 North Jefferson, Springfield, Missouri 65802

Marie S. Francis, Reading Specialist, or Dorothy R. Clayborne, Coordinator of Reading, Baltimore City Public Schools, 3 East 25th St., Baltimore, Maryland 21218

William E. Gibbons, Project Director, HOSTS, Vancouver School District #37, 5802 MacArthur Blvd., Vancouver, Washington 98661

Rose Anne H. Hartman, Coordinator of Volunteer Services, Volunteer Services Program, Roane County School System, P.O. Box 690, Kingston, Tennessee 37763

Robert J. Hohman, Director of Curriculum & Instruction, Avon Lake City Schools, Learwood Junior High School, 340 Lear Road, Avon Lake, Ohio 44012

Ellen Hughes, Coordinator of Volunteer Services, WISE & GISE Volunteer Services, Minneapolis Public Schools, Anwatin Learning Center, 256 Upton Ave. S., Minneapolis, Minnesota 55405

Sally Jackson, Specialist, Volunteers in Reading, Maryland State Department of Education, B.W.I. Airport, Box 8717, Baltimore, Maryland 21240

Margaret Newbanks, Principal, McKinley Elementary School, 310 South Twenty-fifth St., Parsons, Kansas 67357

Borghild L. Olson, Principal, Jefferson Elementary School, 901 Caledonia St., LaCrosse, Wisconsin 54601

Henrietta L. Sanchez, Principal, La Luz Elementary School, 225 Griegos Rd., N.W., Albuquerque Public Schools, Albuquerque, New Mexico 87107

Elizabeth A. Vasil, Project Specialist, Glassboro Public Schools, Carpenter and Bowe Blvd., Glassboro, New Jersey 08028

READING NOTEBOOK

VOLUNTEER PROGRAMS: A TEAM EFFORT[4]

A successful program of volunteer services is a team effort. Everyone from administrator to volunteer must understand his role and the role of all those involved in the program to insure program success. The following outline lists some suggestions of possible roles and responsibilities for each of the people on the volunteer team. Although for this outline we describe a districtwide program of volunteer services, many fine programs are conducted in a single school or at the state level. Adjust the following to fit your particular needs and resources.

THE ADMINISTRATOR

The enthusiasm of the district, county, or state administrator towards the volunteer program sparks interest in and dedication to the program at every level and provides leadership critical to the effectiveness of the program. Chief responsibilities for the administrator:

- If necessary, secure funds from the board of education to establish a central office for the volunteer program, providing professional and clerical staff and instructional materials.
- Select and appoint a program coordinator.
- Act as liaison between the school board and the coordinator.

THE SCHOOL DISTRICT COORDINATOR

Credentials for this position will, of course, vary with each school system. A full-time, paid coordinator responsible for training volunteers should have different credentials from a volunteer responsible for administering a program in a single school. In a systemwide program, it may be necessary to hire a paid full or part-time coordinator. This is, however, a budget commitment which should yield measurable results. There are many ways to organize a volunteer program without a paid coordinator. The approach should depend on the fiscal and personnel resources of the school district.

Suggested responsibilities:

- Act as liaison between the school administration and the volunteer program.
- Act as liaison between the volunteer program and the district schools.
- Conduct an orientation to the volunteer program and use of volunteers for school principals and teachers.
- Recruit and screen volunteers.
- Provide orientation and training for volunteers.
- Place volunteers in schools.
- Monitor volunteers after placement.
- Provide follow-up inservice training.
- Provide recognition for volunteers.
- Conduct evaluation of the volunteer program.
- Keep informed about other volunteer programs.

THE PRINCIPAL

In school districts with a central volunteer office which provides schools with trained volunteers, the principal works with that office on staff development in the use of volunteers. Where no central office exists, the principal uses helping teachers, reading teachers, and other specialists on his staff to train volunteers and appoints a staff member or a volunteer to act as school coordinator to administer the program.

Suggested responsibilities:

- Explain to the staff the concept of volunteerism and the function of a volunteer program.
- Identify teachers willing to work with the program.
- Serve as liaison between the school district coordinator and teachers who request volunteers.
- Appoint a school coordinator to the volunteer program.
- Assist the coordinator in recognizing volunteers.
- Evaluate the value of the volunteer program to the school.

THE SCHOOL COORDINATOR

The qualifications for a school coordinator vary with his responsibilities. In some cases a professional, for example, the reading teacher, may oversee the training as well as the placement of volunteers, or one of the volunteers may assume responsibility for the program, reporting to the principal if problems arise. In other cases, both a professional and a volunteer school coordinator may cooperatively administer the program.

Suggested responsibilities:

- Act as liaison between the volunteer and the school.
- Arrange for the assignment and scheduling of volunteers.
- Introduce volunteers to teachers.
- Meet with volunteers to discuss student needs or arrange time for teachers to meet with volunteers.
- Provide space for volunteers to work.

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[4] This material was adapted from *Handbook for Utilization of Volunteer Services*, lished by the Maryland State Department of Education Volunteer Program.

- Acquaint volunteers with available school materials.
- Orient volunteers to the school.
- Perform administrative tasks concerned with the program (records, meeting notes).
- Assist the school district coordinator in the training and evaluation of volunteers.

THE TEACHER

Volunteers can provide the extra attention, the added instructional aid, and the additional successful learning experiences that many students need. For teachers who know how to work effectively with a volunteer, the success of their classrooms can be greatly enhanced and improved.

Suggested responsibilities:

- Identify students who need volunteer assistance.
- Designate specific areas in which the student needs help.
- Introduce the student to the volunteer.
- Provide feedback to the school coordinator and the volunteer concerning the student's progress.
- Help provide recognition for the volunteer.
- Participate in the evaluation of the school volunteer program.

THE VOLUNTEER

Whether as a tutor, a teacher's aide, a clerk or a typist, volunteers can provide an extra dimension in education. Working with children or freeing the teacher to work with individual children, they are enriching the learning process by providing individual instruction necessary for the educational success of many students. A volunteer does not replace a classroom teacher, a reading teacher, or any other professional staff member, but works closely with them under their guidance and supervision.

Suggested qualifications for the volunteer:

- genuine interest in children
- time to give on a regular basis
- a friendly, warm attitude
- ability to work within the school system
- acceptance of individual differences in children
- appreciation for all racial and ethnic groups

Suggested responsibilities:

- Participate wholeheartedly in preservice and inservice training programs.
- Honor the statement of commitment for time and place of volunteer activity.
- Evaluate the training program.
- Practice self-evaluation.
- Maintain open lines of communication with teachers regarding pupils with whom the volunteer is working.
- Keep informed of other volunteer programs and stay abreast of new developments in education.

USEFUL SOURCES

The following are just a few of the many sources which may be helpful to anyone interested in organizing, implementing, or improving a program of volunteer services.

Publications

Carter, Barbara, and Dapper, Gloria. *Organizing School Volunteer Programs.* Citation Press, 50 West 44th St., New York, New York 10036. (Paper, $3.50)

Carter, Barbara, and Dapper, Gloria. *School Volunteers: What They Do, How They Do it.* Citation Press, 50 West 44th St., New York, New York 10036. (Paper, $2.85)

Chambers, Jewel C., ed. *ABC's—A Handbook for Educational Volunteers.* Recruitment, Leadership, and Training Institute, Temple University, Administrative Services Bldg., Philadelphia, Pennsylvania 19122. (Complimentary)

Gibbons, Bill. *HOSTS: Help One Student to Succeed.* Random House, Dept. C-3, 400 Hahn Rd., Westminster, Maryland 21157. Refer to #02944. (Ten day free examination, looseleaf, $24.95)

Mergentime, Charlotte. *School Volunteer Reading Reference Handbook.* School Volunteer Program, 20 West 40th St., New York, New York 10018. ($1.50)

National Center for Voluntary Action. *Portfolio #21: Volunteers in School and School-Related Programs.* Clearinghouse, National Center for Voluntary Action, 1785 Massachusetts Ave., N.W., Washington, D.C. 20036. (First copy complimentary, additional copies @ $1.00)

Project VOICE (Voluntary Opportunities for Inspiring Coordinators of Education). Volunteers in Education. *A Coordinator's "How-to-Do" Handbook.* ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210. Refer to ED067-731. (Hard, $4.61, microfiche, $.94)

Rauch, Sidney J., ed. *Handbook for the Volunteer Tutor.* International Reading Association, 800 Barksdale Rd., Newark, Delaware 19711. (Paper, $2.50)

Smith, Carl B., and Fay, Leo C. *Getting People to Read: Volunteer Programs That Work.* Delta Books, 1 Dag Hammarskjold Plaza, New York, New York 10017. (Paper, $2.95)

Swanson, Mary T. *Your Volunteer Program: Organization and Administration of Volunteer Programs.* Des Moines Area Community College, Project MOTIVATE, Media Center, 2006 Ankeny Blvd., Ankeny, Iowa 50021. (Paper, $2.65)

U.S. Department of Health, Education, and Welfare, Office of Citizen Participation. *Volunteers in Education: Materials for Volunteer Programs and the Volunteer.* ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210. Refer to ED039-306. (Hard, $8.58, microfiche, $.94)

* U.S. Office of Education, Right To Read Office. Three handbooks: *Tutoring Resource Handbook for Teachers, Tutors' Resource Handbook,* and *Tutor-Trainers' Resource Handbook.* Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. (Price not determined at time this report was printed.)

Williams, Polly Franklin. *A Philosophical Approach to Volunteers.* ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210. Refer to ED099-818. (Hard, $5.96, microfiche, $.94)

Organizations

National Center for Voluntary Action, 1785 Massachusetts Ave., N.W., Washington, D.C. 20036

National Commission on Resources for Youth, Inc. (Youth Tutoring Youth programs), 36 West 44th St., New York, New York 10036

National School Volunteer Program, Inc., 450 North Grand Ave., Los Angeles, California (Mailing address: Box 3307, Los Angeles 90051)

The International Reading Association, a nonprofit professional organization for all those interested in the improvement of reading and reading instruction, has 65,000 individual and institutional members in over 70 countries. Membership information is available from the Association at 800 Barksdale Road, Newark, Delaware 19711.

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*Available for examination in the Department of Education, Right to Read Office.

RESOURCE 13

IRA REPORTS ON THE RIGHT TO READ EFFORT

VOL. 1, NO. 9

A special report on the National Right To Read Effort published by the International Reading Association for education and community leaders interested in this important program.

COMMUNITY INVOLVEMENT IN RIGHT TO READ

The Right To Read emphasis on reading as a prerequisite for a successful, rewarding life has created changes visible in classrooms in both Right To Read and non-Right To Read schools all over the country.

In our first issue, we described the success of one of the most visible changes – the appearance of volunteers in classrooms as tutors and teachers' aides. In this issue, the ninth IRA report on Right To Read, we present additional volunteer activities, other than classroom tutoring, by which community volunteers are improving school life; and we offer examples of specific projects successfully undertaken by volunteers across the nation.

We invite you to reproduce this material. Additional information about programs described may be obtained from the resource persons listed. Information on the Right To Read Effort is available at Room 2131, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

BREAKING BARRIERS TO WORK TOGETHER

In schools across the nation, administrators are working to remove invisible barriers which in the past discouraged community involvement in the day-to-day life of the schools.

Parents who knew school visits only as times to receive bad news are now entering into school life as welcomed helpers. Many are learning, perhaps for the first time, how much is involved in teaching children to read. Other parents are happily putting to use a long-time interest in the schools as they perform valid, important volunteer duties.

Right To Read and other programs that encourage community involvement in the schools are awakening genuine interest in classroom reading efforts among individuals and organized civic and fraternal associations. People are being invited into the schools as partners in the effort to provide better reading instruction.

Our information indicates that the partnerships between laymen and educators are resulting in benefits for pupils, teachers, and schools in at least three distinct areas, other than classroom tutoring, which we discussed in a previous issue (No. 1, Sept.). With increased community involvement 1) school districts save valuable tax dollars when volunteers raise funds for special projects or perform in-school services, 2) teachers have more time to teach when volunteers take on clerical responsibilities in the classrooms, and 3) volunteers provide additional adult models to help students develop positive self-images.

VOLUNTEERS FILL NEEDS
SCHOOLS SAVE MONEY

The Volunteer Services Coordinator of the Roane County School System in Kingston, Tennessee has placed 290 volunteers in useful posts in the district's 14 eligible schools. School Superintendent Edward E. Williams estimates that the 16,000 volunteer hours donated in 1972-73 saved his school district about $49,000, if computed at the dollar value recommended by the Office of Economic Opportunity.

Roane County volunteers are trained to work in jobs ranging from supervision of after-school activities and decoration of bulletin boards to service as aides in school health offices, libraries, and social service departments. In addition, more than 100 residents are in Roane County's Community Resource File. These people are on call to talk about or demonstrate more than 200 special topics or skills to Roane County school children.

In Westminster, South Carolina, the elementary school has enlisted a local photographer to make free pictorial records of school events. Another local resident, with mechanical ability, volunteers to keep the school's equipment in repair.

On Long Island, New York, Theodore Roosevelt Elementary School pupils needed a school library. PTA members banded together to solve the problem and raised enough money, through chili suppers, auctions, book fairs, and candy sales, to transform the building's unused and unattractive basement into a modern, cheerful, well-stocked library. The same group then raised another $2000 to purchase audiovisual equipment to help reading teachers present special material more effectively.

VOLUNTEERS HELP WITH CLASSROOM TASKS

Volunteers in the classrooms of the Sinclairville Elementary School, in Sinclairville, New York, run ditto machines, develop reporting systems, and help children into and out of troublesome winter boots. They have been trained to administer Right To Read diagnostic tests and are proving invaluable in organizing and maintaining SILO (Sinclairville Individualized Learning Organizer), which stores tests and specific teacher-developed prescriptive material. Volunteers who maintain SILO materials free busy teachers for student contact and assure teachers of ready access to needed materials.

In Scottsbluff, Nebraska, Roosevelt Elementary School Principal Virgil Baker says, "We use volunteers in our programs to the n'th degree." He notes that, in addition to parents, many other citizens have become active in school volunteer work. Local churches, VISTA workers, civic groups, and local lodges have supplied people who staff the school's Right To Read clinic and promote both Right To Read and Reading Is Fundamental (RIF) in the community.

In Shakopee, Minnesota, the "Mrs. Jaycees" work at home typing stencils and dittos for Right To Read classrooms and making learning games for student use.

Volunteers at the Jefferson Elementary School, in LaCrosse, Wisconsin, worked many hours both in the school and at home to catalog new books for the library shelves.

VOLUNTEERS HELP STUDENTS IMPROVE SELF-IMAGES

Success in reading, as in life, calls for a positive image of oneself and one's abilities. Many youngsters from minority backgrounds or students who are experiencing learning difficulties lack a favorable self-image.

Several programs have been initiated by volunteers to attempt to help students improve their self-image and to motivate them to learn.

Motivating Individual Children

One project, Individually Guided Motivation (IGM), helps volunteers and teachers motivate students who are able to read but lack interest in reading as an independent pursuit. The program is also aimed at helping students develop positive self-concepts and role models by providing adults to lead group discussion.

The project was developed at the University of Wisconsin by the Wisconsin Research and Development Center for Cognitive Learning and is in use in selected schools in 12 states from Texas to Connecticut. The program trains volunteers to meet for short periods each week with individual children and to use specific techniques to encourage independent reading. It also encourages small group conferences between the volunteer and several children to discuss behavioral alternatives and help children develop self-directed prosocial behavior.

A Spanish Community Acts

The predominant tongue in Crystal City, Texas is Spanish. There, Spanish-speaking children can now learn conceptual subjects in their native language as well as in English, and teachers of reading build skills in both languages.

According to Superintendent Angel Gonzalez, the long-time drop-out rate among these children seems to be decreasing, and enthusiasm for school and for learning is soaring as the students develop new feelings about their abilities to learn. He adds that the picture was not very promising before the community took action. Children left school in great numbers, frustrated by their inability to keep up with instruction offered only in English. The superintendent points out that the community volunteer effort extended right into the ballot box to put Spanish-speaking community members on the school board, where they were able to encourage cooperation with the community and the Right To Read Advisory Board to turn things around in Crystal City.

Formerly a dismal, damp basement renovated by enthusiastic volunteers, the Library Media Center at the Theodore Roosevelt School, Long Island, New York, has become a favorite spot for inservice and planning meetings as well as for student activities.

Providing Cultural Models

The same volunteers that raised money to build the library in the basement of the Theodore Roosevelt Elementary School in Long Island, New York, also are working to build positive self-images and a pride in the Afro-American heritage of the nearly all-black school population. The community houses visiting African college choral and dance groups which have come to the United States to perform in New York City. The visitors live with Roosevelt community residents, visit the school, and perform for the students. Coordinated classroom studies encourage students to learn translations of African songs, to read about the visitors' countries, and to follow African news events. According to Reading Coordinator Dr. Florence V. Korn, many Roosevelt students maintain correspondence with African students who have visited the school during the past several years.

A SHARE IN THE FUTURE

Right To Read and other programs which encourage community involvement have tapped an important source of support. Volunteers from a broad cross-section of ethnic, social, and economic backgrounds have begun to provide services for the schools and their students which schools could never afford to buy or even measure in monetary figures. These volunteers can and are making a difference in the educational achievements of students in countless communities.

THE GRAB BAG

The following are some "quickie" community involvement activities which might be adapted by other schools and communities.

A Place In The Shade For the last three summers, parents in Salisbury, Maryland have provided 12 reading areas, on porches or under trees in the community, where children can come to read books from a travelling book collection. Parents who provide the reading space also unobtrusively supervise the activities and sometimes read to small groups. Salisbury Elementary School Principal Renzilo Foxwell says teachers see less deterioration of skills and more continued interest in reading by students who use the mini-centers. Parents prefer having the youngsters closeby rather than in the big city library.

Parents At Work In Chicago A number of schools report "parent rooms" similar to those in several Chicago elementary schools. Parents at the Mulligan School may browse in the parent room, with or without children, and examine a variety of teaching and parent-oriented material. Many stay to become involved in making toys or decorating rooms. Hughes Elementary School's parent room is another busy place where alphabet letters for bulletin boards and learning games are produced. At the Irving School, volunteer parents take youngsters to two suburban YMCA facilities where after-school and Saturday tutoring sessions are combined with swimming, games, and other volunteer-sponsored activities.

Toys To Lend In New Castle, Pennsylvania, the public library has volunteers staffing a Toy Lending Library. Volunteers keep track of toys and show parents how to use them to teach tots sounds and educational concepts such as shapes, sizes, and colors. The library operates a children's story hour while mothers participate in an 8-week training program before borrowing toys for use at home. Librarian Mrs. Laura Crawford says that many of the toys in the program were manufactured by students at the nearby public vocational-technical school.

Patients/Parents Pitch-In

LaCrosse, Wisconsin's Jefferson Elementary School receives community support in all shapes and sizes. Patients at the Veterans Hospital in Tomah built furniture and toys (shown above) for the preschool, kindergarten, and first grade classrooms. Many of the toys are used for muscular and motor perceptual development, as part of the school's reading readiness program. Parents contributed by making more than 150 bean bags which are thrown threw the slots in the clown (at left). In the top photograph, mothers are working on the bean bags and Snoopy "shopping bags" which students use to carry home materials from the school's Instructional Materials Center. The bags are large enough to transport viewers, filmstrips, and books.

RESOURCE PERSONS

Additional information on programs described
in this issue may be obtained from the following:

Westminster Elementary School, P.O. Box 615, Westminster, South Carolina 29693. Joyce H. Mann, tel. 803-647-5533.

Roosevelt Elementary School, 1306 9th Ave., Scottsbluff, Nebraska 69361. Virgil Baker, tel. 308-632-4013.

Theodore Roosevelt School, Underhill Ave., Roosevelt, Long Island, New York 11575. Mrs. Florence V. Korn, tel. 516-378-7302.

Sinclairville Elementary School, Sinclairville, New York 14782. Lawrence W. Griffin, tel. 716-962-5215.

Jefferson Elementary School, St. James & Caledonia Sts., LaCrosse, Wisconsin 54601. Mrs. Borghild Olson, tel. 608-784-2494.

Roane County Dept. of Education, P.O. Box 690, Kingston, Tennessee 37763. Edward E. Williams, tel. 615-376-5592.

Hugh Shoephoerster, 633 Capitol Square, 550 Cedar St., St. Paul, Minnesota 55101, tel. 612-296-4058.

Bank Street Right To Read Administrative Seminar Staff, Bank Street College of Education, 610 W. 112 St., New York, New York 10025. Jerome R. Shapiro, tel. 212-663-9599.

Wisconsin Research and Development Center, 1025 West Johnson St., Madison, Wisconsin 53706. Elaine McGregor, tel. 608-263-3452.

Crystal City School District, 805 East Crockett St., Crystal City, Texas 78839. Angel Gonzales, tel. 512-374-3329.

Chicago Public Schools, Board of Education, 228 North LaSalle St., Chicago, Illinois 60601. Donald Newburg, tel. 312-641-4565.

HELP WANTED!

IRA is interested in collecting as much information as possible on the use of volunteers and community involvement in the schools. If your school has a project that you would like to share with us, please send a brief description to Right To Read Project, Dept. JB4, International Reading Association, 800 Barksdale Road, Newark, Delaware 19711.

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The International Reading Association is a non-profit professional association for teachers, administrators, librarians, psychologists, parents and others interested in the improvement of reading and reading instruction. It has 55,000 members and subscribers in over 70 countries. Membership information is available from IRA at 800 Barksdale Road, Newark, Delaware 19711.

USEFUL TOOLS

The National School Volunteers Program has developed a bibliography to help interested parties find information that deals with the administration of volunteer programs. The bibliography is available from the organization's president, Mrs. Sarah Davis, Los Angeles Unified School District, 450 N. Grand Ave., Los Angeles, Calif. 90051.

The National Center for Voluntary Action, in Washington, D.C., publishes a portfolio of descriptions of 20 operating programs and a list of resource groups and publications pertinent to volunteer action in the schools. In addition, the center's staff will answer specific queries and attempt to provide examples of specific types of programs from its extensive files. A single copy of the portfolio is free, and may be obtained by writing:

Clearing House
National Center for Voluntary Action
1785 Massachusetts Ave., N.W.
Washington, D.C. 20036

A complete bibliography of information sources for educational volunteers is listed in *Your Volunteer Program*, compiled by Project MOTIVATE, Des Moines Area Community College, Media Center, 2006 Ankeny Blvd., Ankeny, Iowa 50021 ($2.65 per copy).

Several publications which would be of great value to any educational volunteer program and could make up a basic library are:

Chambers, Jewell C. (ed.). *ABC's A Handbook for Educational Volunteers.* Washington, D.C.: Washington Technical Institute, 1972.

Cohen, Nathan E. (ed.). *The Citizen Volunteer.* The National Council of Jewish Women. New York: Harper and Rowe, 1960.

Hypps, Irene C. *A Handbook for Volunteer Coordinators.* Project VOICE. Washington, D.C.: Washington Technical Institute, 1971.

Jamer, Margaret T. *School Volunteers.* New York: Public Education Association, 1961.

Janowitz, Gayle. *Helping Hands: Volunteer Work in Education.* Chicago: University of Chicago Press, 1965.

Mergentine, Charlotte. *School Volunteer Reading Reference Book.* New York: Columbia University Teachers College Press.

Rauch, Sidney. *Handbook for the Volunteer Tutor.* Newark, Del.: International Reading Association, 1969.

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READINESS TESTS

Name of Test; Publisher:	Levels:	Subtests/Skills:
Gates-MacGinitie Reading Tests Readiness Skills Teachers College Press	K - 1	Listening Comprehension Visual Discrimination Auditory Discrimination Following Directions Letter Recognition Visual-Motor Coordination Auditory Blending Word Recognition
Harrison-Stroud Reading Readiness Profiles Houghton Mifflin Co.	K - 1	Using Symbols Making Visual Discriminations Using the Context Making Auditory Discriminations Using Context and Auditory Clues Giving Names of Letters
Lee-Clark Reading Readiness Test California Test Bureau	K - 1	Letter Symbols Concepts Word Symbols
Metropolitan Readiness Tests (1965 edition) Harcourt Brace Jovanovich	K - 1	Word Meaning Listening Matching Alphabet Knowledge Numbers Copying Draw-a-Man (optional)
Metropolitan Readiness Tests (1976 edition) Harcourt Brace Jovanovich	K - 1	Level I Auditory Memory Rhyming Letter Recognition Visual Matching School Language and Listening Quantitative Language Copying (optional) Level II Beginning Consonants Sound-Letter Correspondences Visual Matching Finding Patterns School Language Listening Quantitative Concepts (optional) Quantitative Operations (optional) Copying (optional)

Murphy-Durrell Reading Readiness Analysis Harcourt Brace Jovanovich	K - 1	Phonemes Letter Names Learning Rate
Clymer-Barrett Prereading Battery Personnel Press	K - 1	Letters Word matching Discrimination of beginning and ending sounds Form Completion Sentence Copying
American School Reading Readiness Test Bobbs-Merrill Company	K - 1	Picture Vocabulary Discrimination of forms Letter form recognition Letter combination recognition Word matching Following directions Memory for designs
Binion-Beck Reading Readiness Test Acorn Publishing Company	K - 1	Picture recognition Likenesses and Differences Motor control Picture interpretation Coordination Visual discrimination Sustained attention
Diagnostic Reading Tests: Reading Readiness Booklet Mountain Home	K - 1	Eye-hand coordination Motor coordination Visual discrimination Auditory discrimination Vocabulary
Maturity Level for School Entrance and Reading Readiness American Guidance Service	K - 1	Helps to identify children mature enough to enter first grade.
Monroe Reading Aptitude Test Houghton Mifflin Co.	K - 1	Visual discrimination Auditory discrimination Motor control Oral speed and articulation Language
Perceptual Forms Test Winter Haven Lions Research Foundation, Inc.	K - 1	Differentiation of letters Differentiation of pairs of letters Differentiation of words Differentiation of phrases Differentiation of pictures and designs Recognition of words Recognition of patterns Familiarity with names of objects Functions of objects Interpretation of spoken sentences

Scholastic Reading Readiness Test Scholastic Testing Service, Inc.	K - 1	Knowledge and understanding of facts Visual discrimination Sound-symbol association
Steinbach Test of Reading Readiness Scholastic Testing Service, Inc.	K - 1	Letter identification Word identification Ability to follow directions Ability to relate words and pictures
Gesell Institute Readiness Tests Harper and Row	K - 1	Visual perception Directionality Language
Reading Aptitude Tests Houghton Mifflin Co.	K - 1	Motor coordination Perception of forms Visual memory for forms Auditory discrimination Maze tracing Blending of sounds Auditory vocabulary Articulation Auditory memory Name writing
Boehm Test of Basic Concepts Psychological Corp.	K - 2	Measures knowledge of 50 basic concepts concerning SPACE (top, inside, etc.), QUANTITY (few, every, etc.), TIME (after, never, etc.), MISCELLANEOUS (different, other, etc.).

FACTORS WHICH INFLUENCE READINESS

PHYSICAL
- GENERAL HEALTH
- VISION
- HEARING
- AGE
- SEX

PERCEPTUAL
- VISUAL
- AUDITORY
- DIRECTIONAL

COGNITIVE
- MENTAL AGE

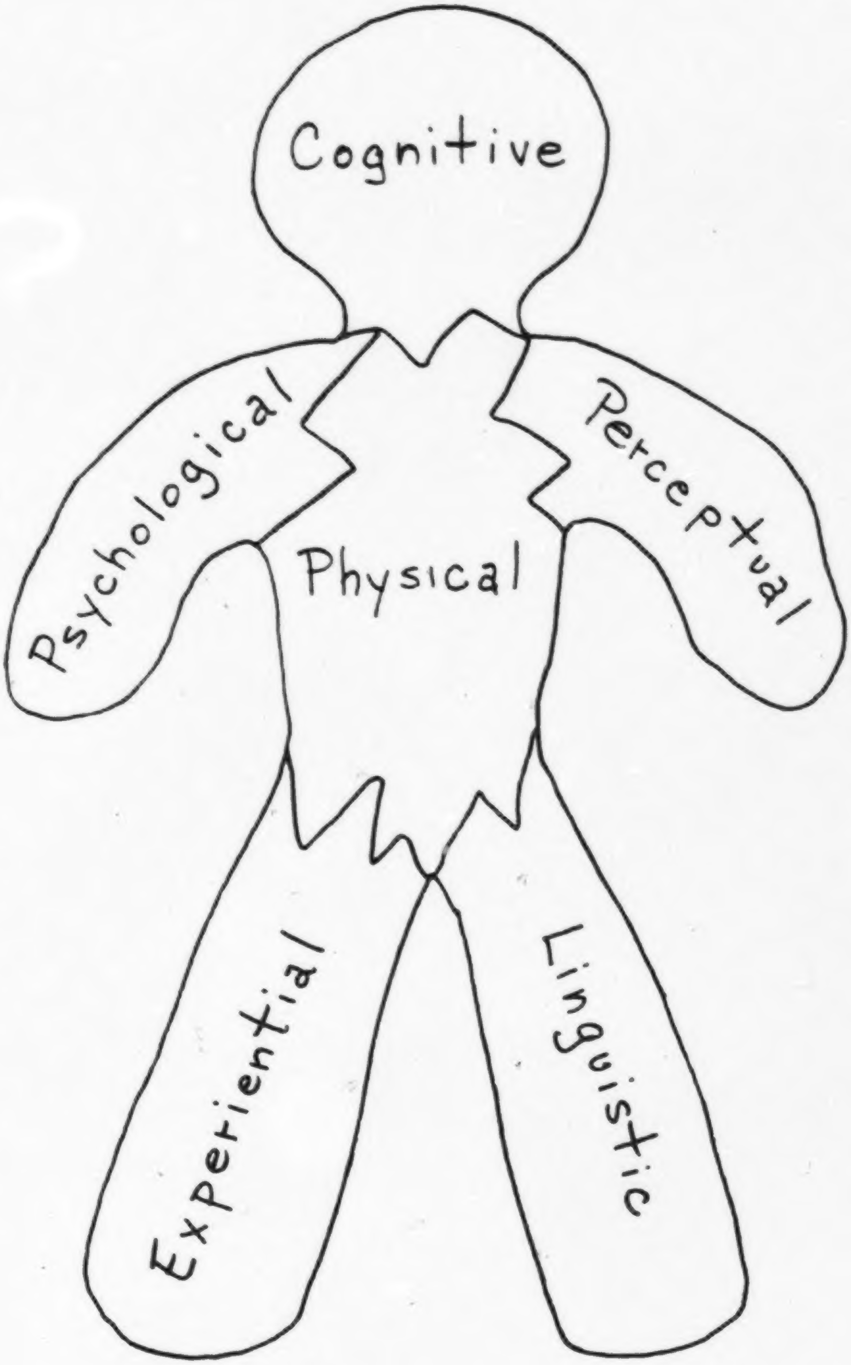
LINGUISTIC
- LANGUAGE DEVELOPMENT
- SPEECH
- LISTENING

PSYCHOLOGICAL
- ATTITUDE TOWARD
  - SELF
  - OTHERS
  - SCHOOL

EXPERIENTIAL/ENVIRONMENTAL
- HOME ENVIRONMENT
- BACKGROUND OF EXPERIENCE

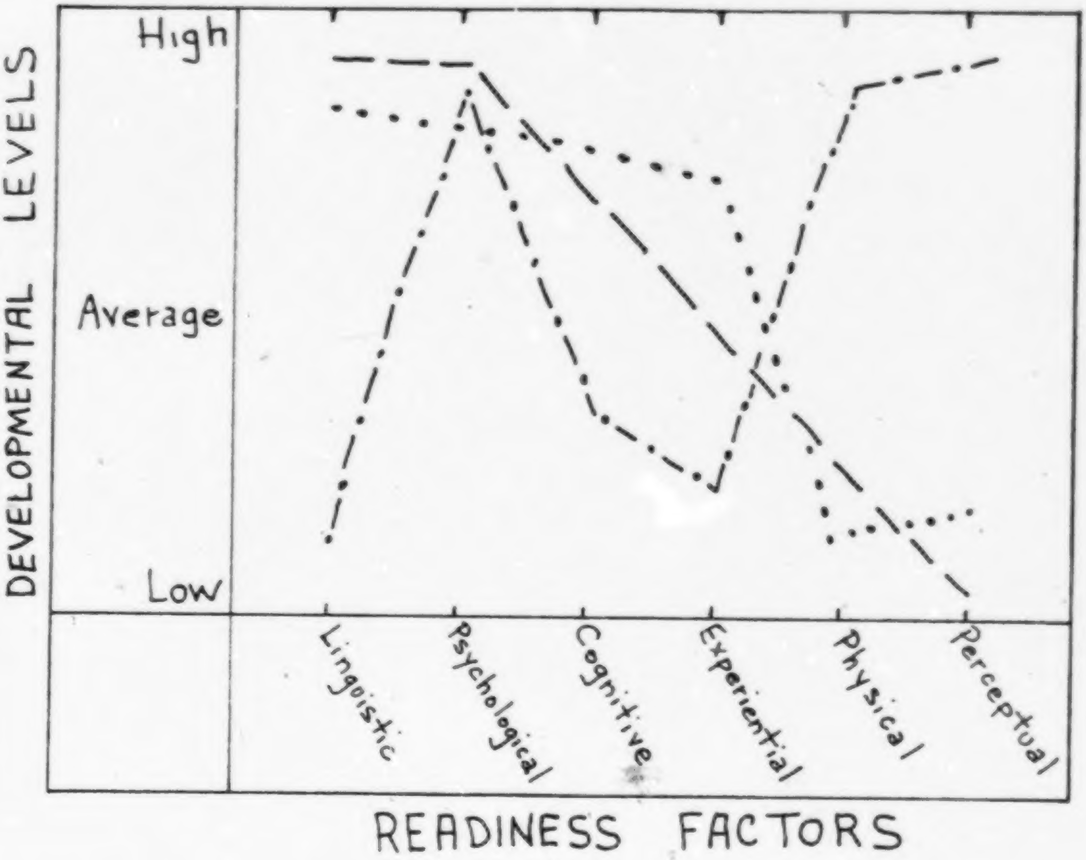
TRANSPARENCY 1

TRANSPARENCY 2


Cognitive
Psychological
Perceptual
Physical
Experiential
Linguistic

Ms. GINGER BREADY

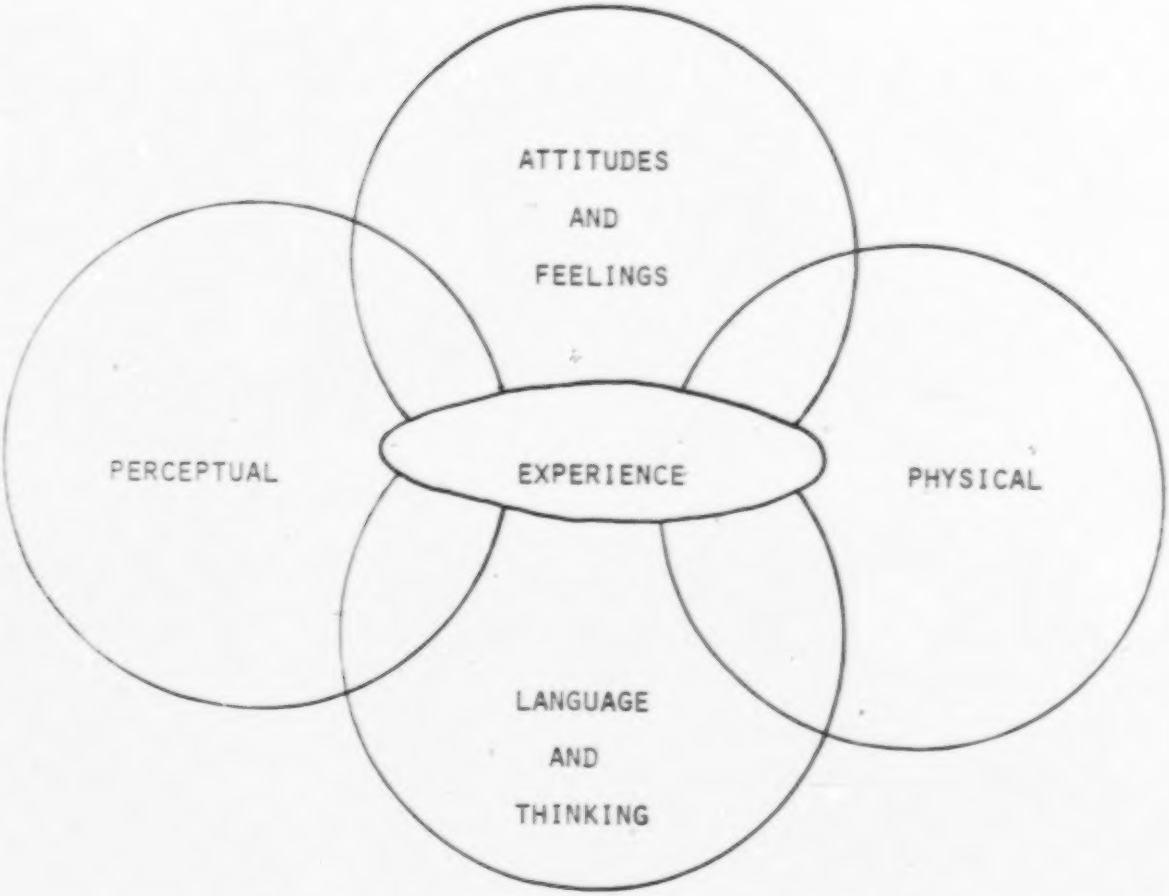
TRANSPARENCY 3



GRAPH OF
READINESS DEVELOPMENT
FOR
THREE CHILDREN

TRANSPARENCY 4

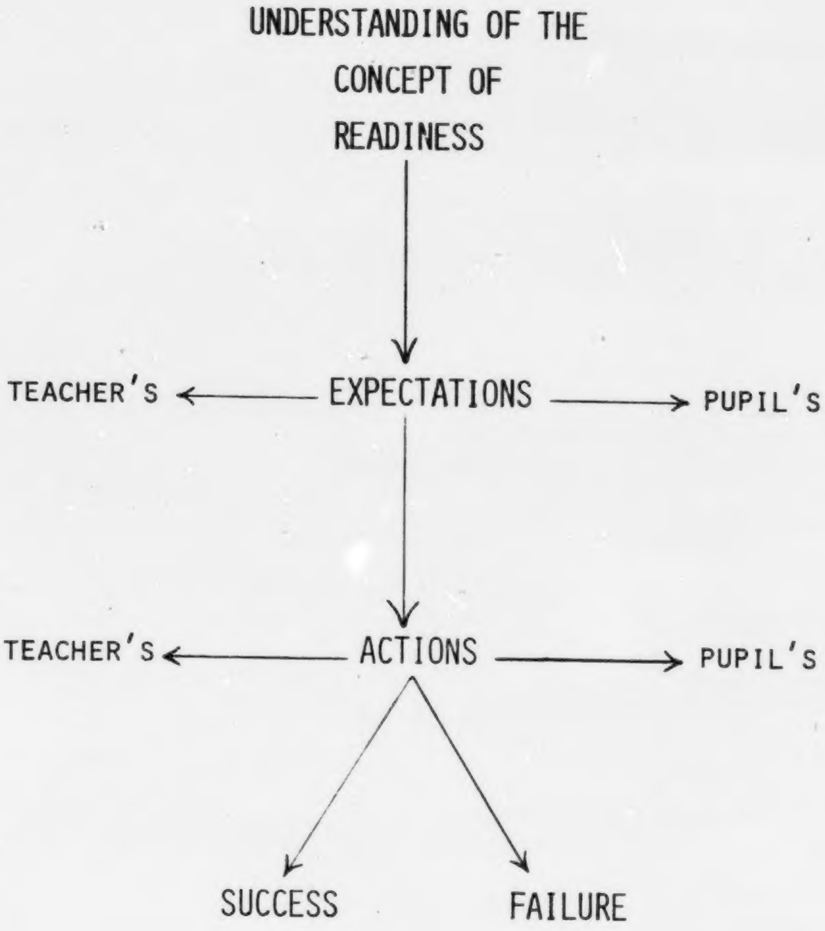
"WHOLENESS OF EXPERIENCE"


ATTITUDES AND FEELINGS
PERCEPTUAL
EXPERIENCE
PHYSICAL
LANGUAGE AND THINKING

EXPERIENCE:

- THAT WHICH HAS ALREADY HAPPENED
- THAT WHICH IS HAPPENING NOW

TRANSPARENCY 5



UNDERSTANDING OF THE CONCEPT OF READINESS

TEACHER'S

EXPECTATIONS

PUPIL'S

TEACHER'S

ACTIONS

PUPIL'S

SUCCESS

FAILURE

TRANSPARENCY 6

WHAT AM I READY

TO LEARN?

* * *

HOW AM I TO

LEARN IT?

TRANSPARENCY 7

EVALUATING INSTRUMENTS FOR ASSESSING NEEDS:

1. STANDARDIZED READINESS TESTS
2. CRITERION-REFERENCED MEASURES
3. INFORMAL PROCEDURES

TRANSPARENCY 8

STANDARD ACHIEVEMENT TESTS:

NORM REFERENCED

A GIVEN INDIVIDUAL'S PERFORMANCE
IS EXAMINED IN RELATION TO THE
PERFORMANCE OF OTHER INDIVIDUALS

TRANSPARENCY 9

STANDARDIZED READING READINESS TESTS

POINTS TO CONSIDER:

1. RELIABILITY (CONSISTENT RESULTS)
2. VALIDITY (MEASURES WHAT IT IS SUPPOSED TO MEASURE)
3. ECONOMY (COST)
4. EASE OF ADMINISTRATION/SCORING
5. ADEQUACY OF MANUAL
6. RELEVANCE OF NORMS
7. APPROPRIATENESS OF CONTENT FOR GIVEN POPULATION
8. AVAILABILITY

TRANSPARENCY 10

CRITERION-REFERENCED MATERIALS

POINTS TO CONSIDER:

1. CAN BE USED DIRECTLY TO ASSESS THE STRENGTHS AND WEAKNESS OF INDIVIDUALS WITH REGARD TO INSTRUCTIONAL OBJECTIVES.

2. CAN MEASURE THE EXTENT TO WHICH INDIVIDUALS OR GROUPS HAVE MASTERED INSTRUCTIONAL OBJECTIVES.

TRANSPARENCY 11

CRITERION-REFERENCED MATERIALS

LIMITATIONS OF CRITERION-REFERENCED MEASURES

1. OBJECTIVES INVOLVING ABSTRACT QUALITIES SUCH AS APPRECIATION OR ATTITUDES MAY NOT BE ADEQUATELY MEASURED.

2. OBJECTIVES INVOLVING RETENTION AND TRANSFER OF WHAT IS LEARNED MAY BECOME SECONDARY TO THE ONE-TIME DEMONSTRATION OF MASTERY OF STATED OBJECTIVES.

3. GOOD TESTS WILL NOT OVERCOME THE PROBLEM OF BAD OBJECTIVES.

4. DETERMINING PROFICIENCY STANDARDS MAY BE TROUBLESOME.
   WANT: PERFECT OR NEAR PERFECT MASTERY IF:
   (A) THE CRITERION OBJECTS CALL FOR MASTERY
   (B) THE SKILL IS IMPORTANT FOR FUTURE LEARNING
   (C) WHERE GUESSING IS LIKELY

TRANSPARENCY 12

STANDARDIZED	CRITERION-REFERENCED
STANDARDS OF PERFORMANCE DEPENDENT UPON THE MEASUREMENT PROCESS	STANDARDS OF PERFORMANCE INDEPENDENT OF THE MEASUREMENT PROCESS
COMPARING PERFORMANCE	DESCRIBING PERFORMANCE
RANK ORDER ACHIEVEMENT	INDIVIDUAL ACHIEVEMENT
REQUIRES INDIVIDUAL TO "RECOGNIZE" ANSWER	REQUIRES INDIVIDUAL TO "PRODUCE" ANSWER
MULTIPLE-CHOICE FORMAT COMMON	FORMAT RELATED TO PRE-DETERMINED OBJECTIVES
PROVIDES INFORMATION ABOUT "PREDICTED PERFORMANCE"	PROVIDES INFORMATION ABOUT "ATTAINMENT OF SPECIFIC OBJECTIVES"

TRANSPARENCY 13

INFORMAL PROCEDURES

USED TO SEEK INFORMATION THAT IS NOT AVAILABLE FROM EXISTING TESTS OR TO SUPPLEMENT INFORMATION FROM THEM.

TRANSPARENCY 14A

INFORMAL PROCEDURES

DEVICES FOR GATHERING DIAGNOSTIC INFORMATION

1. INFORMAL OBSERVATION: OBSERVING A CHILD'S PERFORMANCE WITH A PURPOSE

   --SYSTEMATIC

   --SAMPLE PRODUCTS

2. ANECDOTAL RECORDS: DATED WORD SAMPLES, OBSERVATIONS, ETC., ARE KEPT IN CHRONOLOGICAL ORDER IN NOTEBOOKS, FILE CARDS, FOLDERS, ETC. (ENABLES TEACHER TO SEE DEVELOPING CHARACTERISTICS OF CHILD.)

3. INFORMAL TESTS: INFORMAL, NONSTANDARDIZED TESTS USED TO TEST JUST-PREPARED MATERIAL OR DAILY OBSERVATION

   --TEACHER-MADE

   --CONTAINED IN BOOKS, WORKBOOKS, PERIODICALS, ETC.

4. CHECKLISTS AND INVENTORIES: MEANS FOR SYSTEMATIZING OBSERVATION

   --INTEREST AND PERSONALITY INVENTORIES

   --QUESTIONNAIRES OF WORK HABITS, INTERESTS, ACTIVITIES, ASSOCIATES

   --LISTS OF SPECIFIC SKILLS

TRANSPARENCY 14B

5. CUMULATIVE RECORD FILES: OBTAIN PERTINENT INFORMATION

--HEALTH

--ATTENDANCE

--HOME BACKGROUND

6. INTERVIEWS:

--ATTITUDES TOWARD READING

--TASTES AND INTERESTS IN READING

--REVIEW MATERIAL

TRANSPARENCY 15

INTEREST INVENTORY RECORD

NAME________________________________

WHAT DO YOU LIKE TO PLAY BEST OF ALL?__________________________

WHAT OTHER GAMES DO YOU LIKE?________________________________

WHAT DO YOU LIKE TO MAKE?___________________________________

DO YOU HAVE PETS?____

WHAT THINGS DO YOU COLLECT?__________________________________

WHAT ARE YOUR HOBBIES?_____________________________________

SUPPOSE YOU COULD HAVE ONE WISH WHICH MIGHT COME TRUE, WHAT WOULD IT BE?____

WHAT IS YOUR FAVORITE TV PROGRAM?____________________________

WHAT OTHERS DO YOU WATCH?___________________________________

WHAT IS THE BEST BOOK YOU EVER READ?__________________________

WHAT OTHER BOOKS HAVE YOU LIKED?_____________________________

DO YOU HAVE ANY BOOKS OF YOUR OWN? HOW MANY?_____________________

DOES ANYONE READ TO YOU? HOW OFTEN?___________________________

DO YOU GO TO THE LIBRARY?___________________________________

DO YOU READ COMIC BOOKS? WHAT IS YOUR FAVORITE COMIC BOOK?__________

WHAT MAGAZINES OR NEWSPAPERS DO YOU READ?_______________________

WHAT KINDS OF BOOKS DO YOU LIKE BEST?__________________________

WHAT KIND OF WORK DO YOU WANT TO DO WHEN YOU FINISH SCHOOL?__________

WHAT SCHOOL SUBJECT DO YOU LIKE BEST?__________________________

WHAT SCHOOL SUBJECT DO YOU LIKE LEAST?_________________________

TRANSPARENCY 16

GUIDES TO EVALUATION STRATEGIES

THE EVALUATION SHOULD (BE):

1. CONTINUOUS RATHER THAN PERIODIC
2. PART OF INSTRUCTIONAL PROGRAM
3. OBTAIN EVIDENCE AS TO THE EXTENT THE STATED OBJECTIVE HAS BEEN ACHIEVED
4. USE BOTH FORMAL AND INFORMAL METHODS
5. USED FOR THE IMPROVEMENT OF PROGRAM AND PROCEDURES
6. PLACE INCREASING EMPHASIS ON SELF-APPRAISAL BY STUDENTS
7. CARRIED ON BY A TEAM THAT INCLUDES:
   --ADMINISTRATORS
   --READING CONSULTANTS AND OTHER SPECIALISTS
   --TEACHERS
   --STUDENTS
   --PARENTS

TRANSPARENCY 17

1. DO STANDARDIZED READING READINESS TESTS PREDICT LATER READING ACHIEVEMENT?

2. DO MOST READINESS TESTS MEASURE THE SAME FACTORS?

3. DO THE SCORES ON SUBTESTS OF READINESS BATTERIES PROVIDE AN ACCURATE PROFILE OF STRENGTHS AND WEAKNESSES?

4. DO SCORES ON READINESS TESTS REFLECT DIFFERENT APPROACHES TO READING THAT THE CHILD MAY ENCOUNTER?

5. CAN TEACHER JUDGEMENT BE AS RELIABLE AS A STANDARDIZED TEST FOR PREDICTING SUCCESS IN BEGINNING READING INSTRUCTION?

HINTS FOR ADMINISTERING READINESS TEST

1. KEEP GROUP TO BE TESTED SMALL.
2. PERSON ADMINISTERING THE TEST SHOULD BE FAMILIAR TO THE CHILDREN, PREFERABLY THE CHILD'S OWN TEACHER.
3. KEEP TESTING PERIODS SHORT. PLAN SEVERAL SHORT SITTINGS RATHER THAN ONE LONG SITTING.
4. POST A SIGN OUTSIDE THE DOOR TO AVOID INTERRUPTIONS.
5. FILL IN AS MUCH INFORMATION, SUCH AS CHILD'S NAME, ON THE TEST BOOKLET PRIOR TO TESTING.
6. FOLLOW THE DIRECTIONS FOR ADMINISTERING THE TEST EXACTLY AS THEY ARE GIVEN IN THE MANUAL.
7. GIVE TEST DIRECTIONS IN A NATURAL SPEAKING VOICE.
8. STAY WITHIN THE SPECIFIED TIME PERIODS.
9. DO NOT GIVE THE CHILDREN ADDITIONAL ASSISTANCE NOT SPECIFIED IN THE TEST MANUAL.
10. CHECK THE COMFORT LEVEL OF THE ROOM.

TRANSPARENCY 18

TRANSPARENCY 19

DOUG----DID NOT REALIZE THAT HIS NAME BEGAN LIKE DANNY AND DOG.

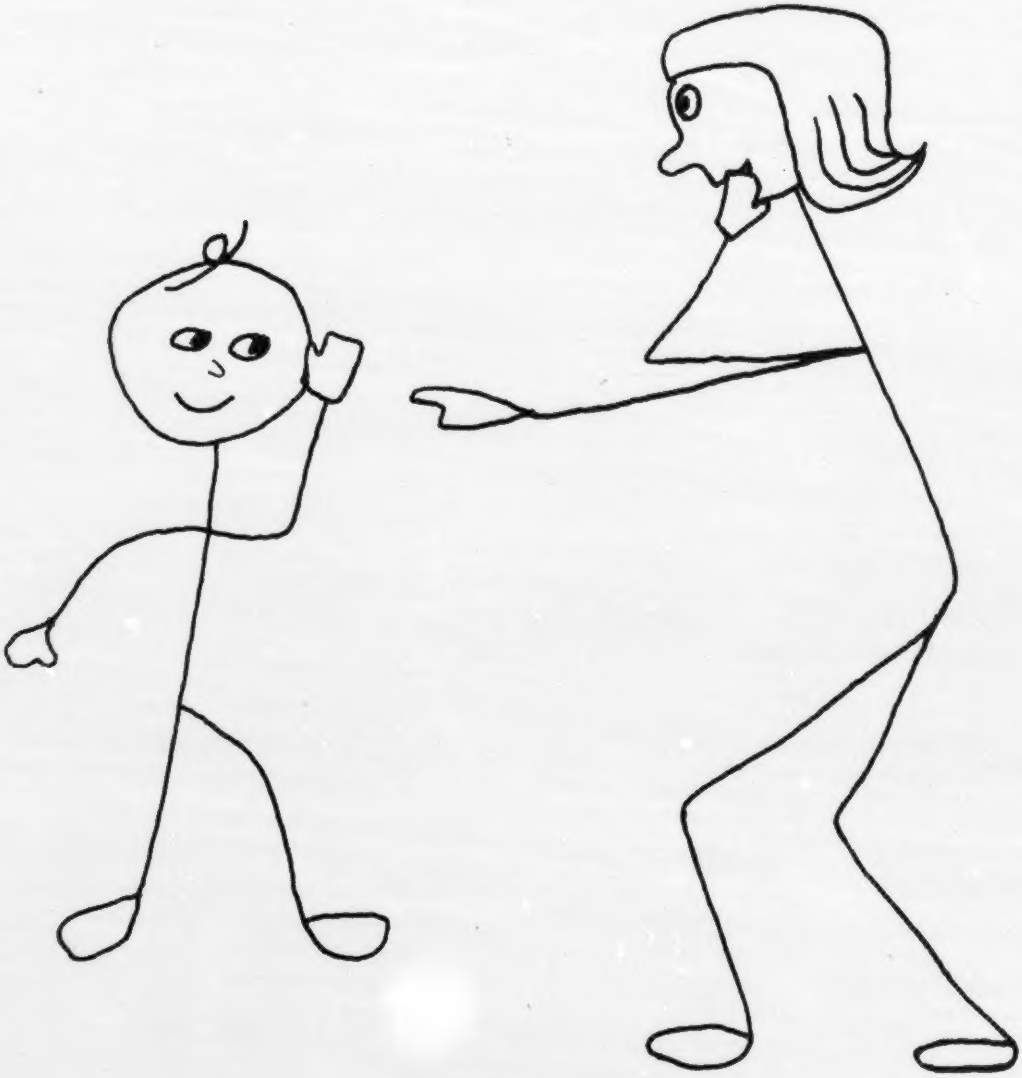
JANET---KNEW BOTH THE NAME OF THE LETTER "D" AND THE SOUND IT REPRESENTS.

CHARLES-CAN READ SOME WORDS BY SIGHT, BUT COULD NOT ASSOCIATE "D" SOUND WITH THE LETTER "D".

HOW TO ENCOURAGE ORAL LANGUAGE DEVELOPMENT

TRANSPARENCY 20

HOW TO ENCOURAGE EFFECTIVE LISTENING

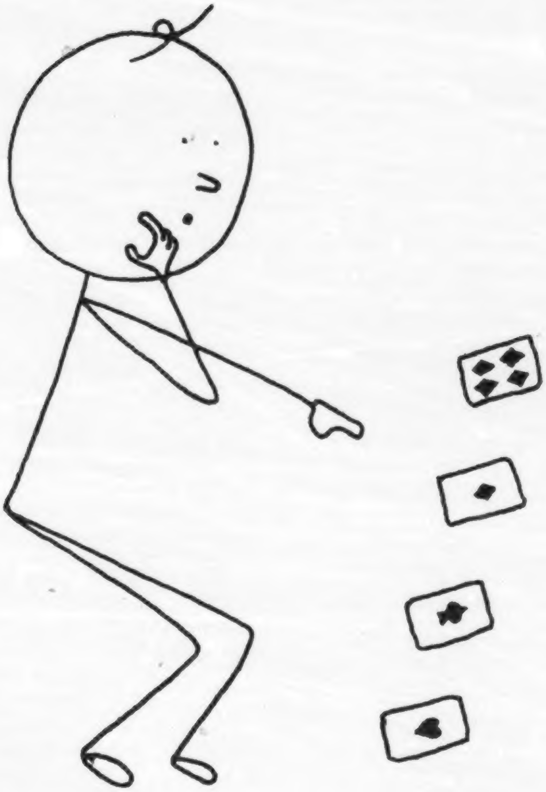


TRANSPARENCY 21

HOW TO ENCOURAGE DEVELOPMENT OF AUDITORY DISCRIMINATION SKILLS

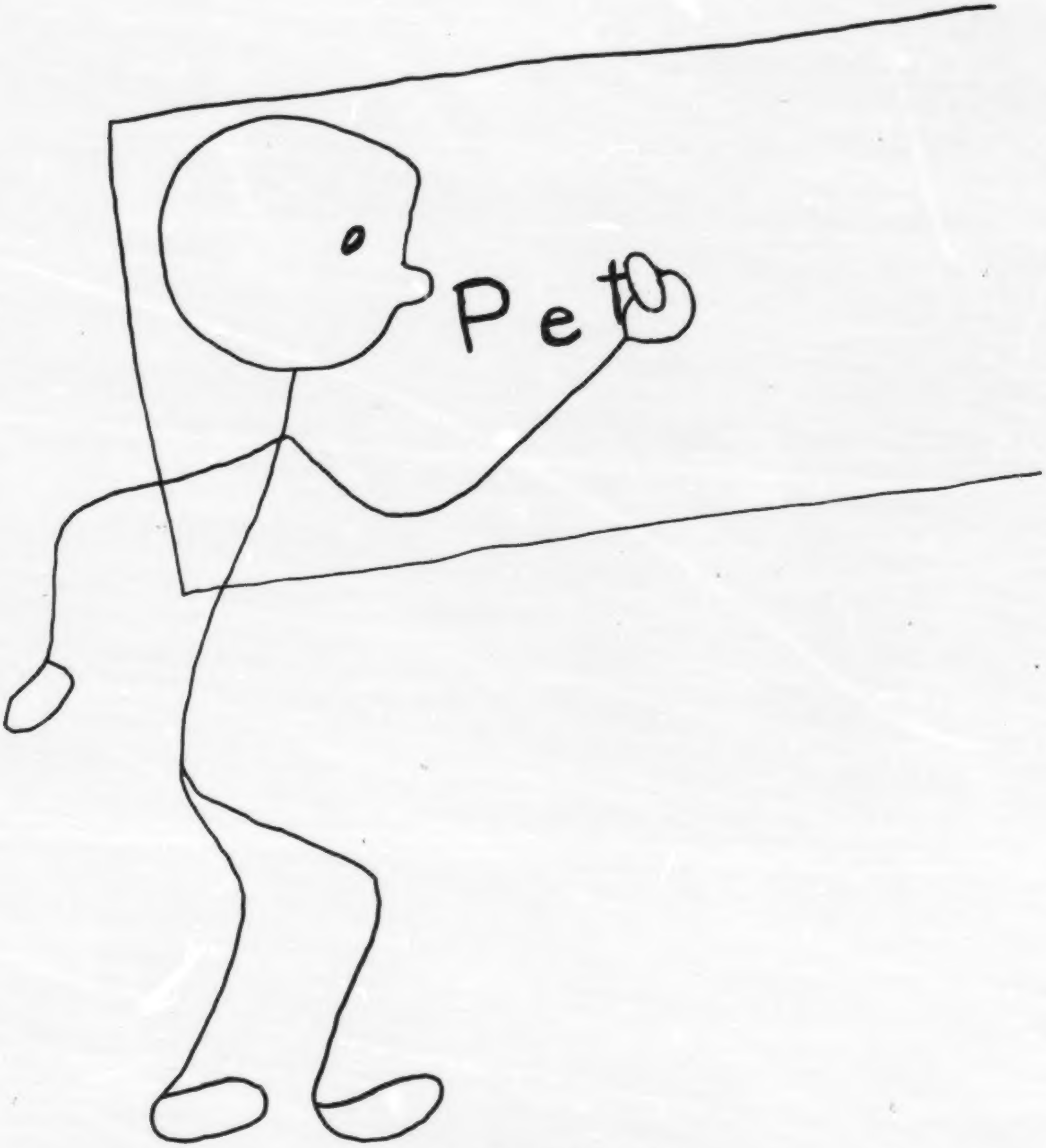
TRANSPARENCY 22

HOW TO ENCOURAGE DEVELOPMENT OF VISUAL DISCRIMINATION SKILLS



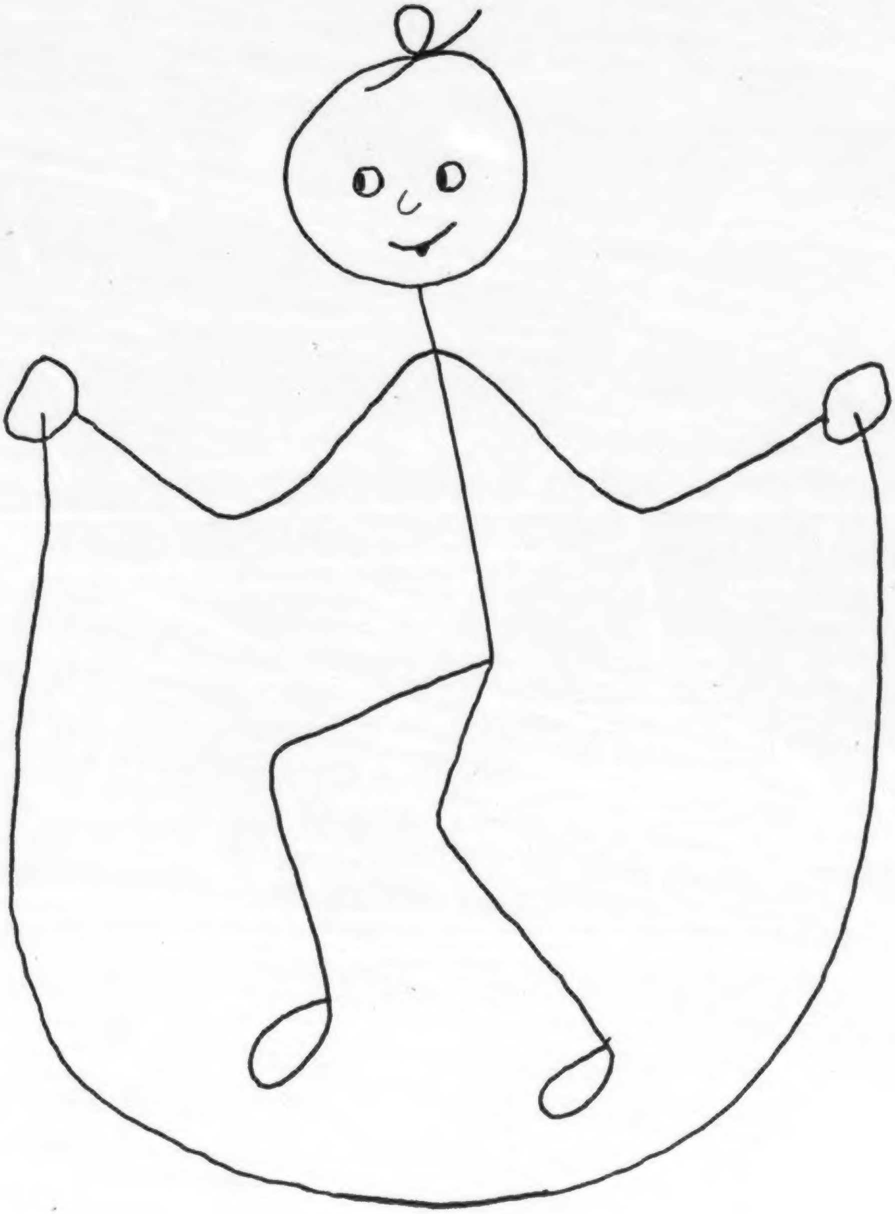
TRANSPARENCY 23

HOW TO ENCOURAGE DEVELOPMENT OF VISUAL MOTOR SKILLS



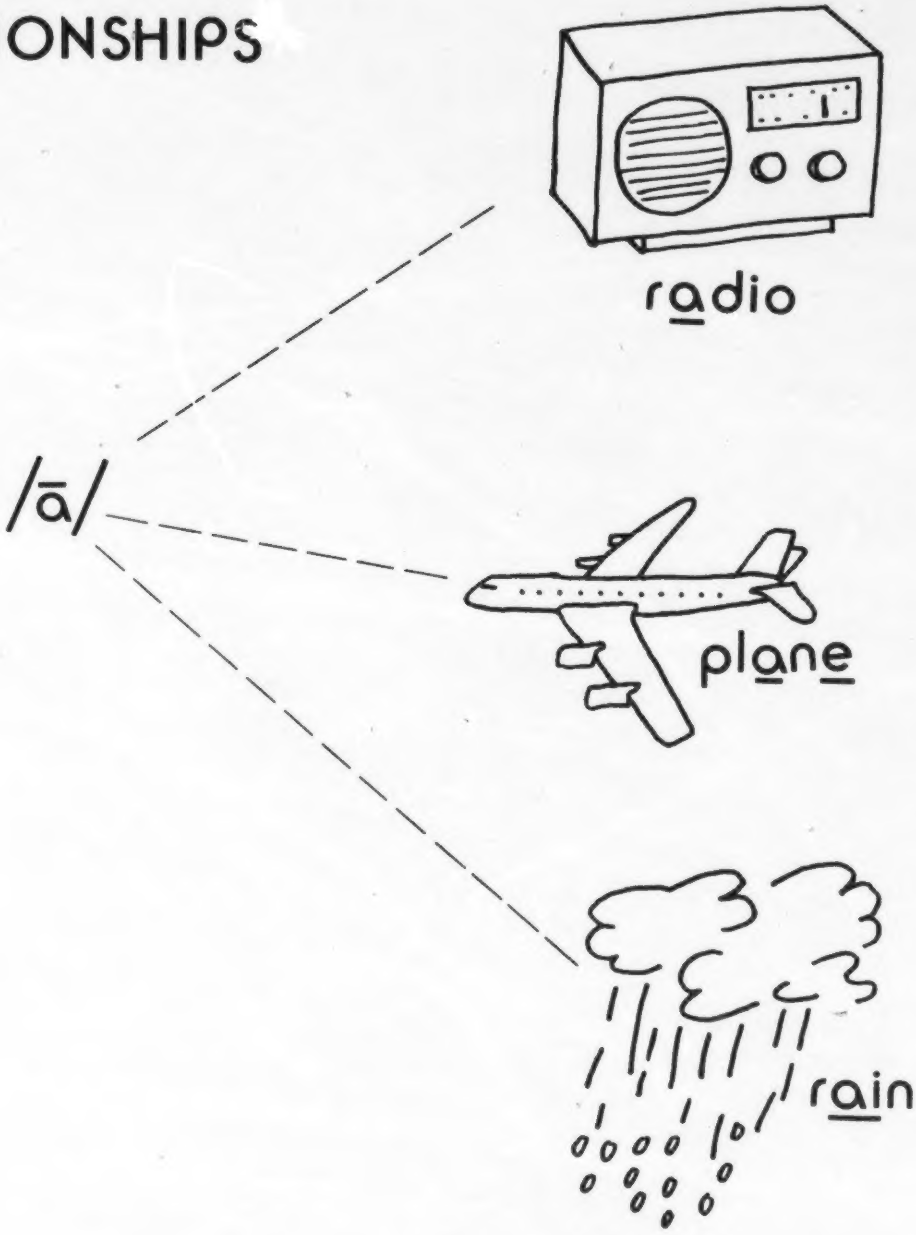
TRANSPARENCY 24

HOW TO ENCOURAGE DEVELOPMENT OF MOVEMENT SKILLS



TRANSPARENCY 25

HOW TO ENCOURAGE SOUND/SYMBOL RELATIONSHIPS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radio
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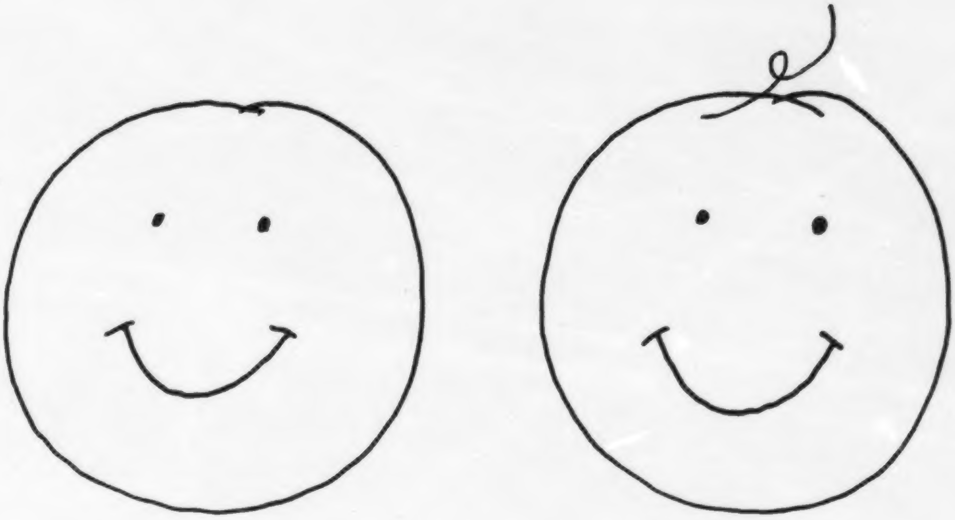
TRANSPARENCY 26

HOW TO ENCOURAGE A POSITIVE SELF-CONCEPT, GROUP AWARENESS AND SOCIAL SKILLS



TRANSPARENCY 27

HOW COOKING HELPS DEVELOP READINESS

1. TEACHES THE CHILD TO FOLLOW DIRECTIONS
2. FOSTERS EYE-HAND COORDINATION
3. DEVELOPS LANGUAGE DEVELOPMENT
4. DEVELOPS MATH CONCEPTS
5. BUILDS PERCEPTUAL AWARENESS
6. ENCOURAGES INDEPENDENCE
7. BUILDS SELF CONFIDENCE

TRANSPARENCY 28

TRANSPARENCY 29

BASAL READER APPROACH

STRENGTHS

HIGHLY STRUCTURED AND SYSTEMATIC

SEQUENTIAL ORDERING OF SKILLS

CONTINUITY OF SKILLS THROUGH THE GRADES, K THROUGH 8 AND ABOVE

PROVIDES REPETITION OF WORDS TO PROMOTE MASTERY

ABUNDANCE OF CARE AND SUPPLEMENTARY MATERIALS

EXTENSIVE AND DETAILED TEACHER'S MANUALS

WEAKNESSES

OFTEN USED AS THE ONLY READING PROGRAM IN THE SCHOOL

VOCABULARY CONTROL MAY BECOME DULL AND BORING AND LEND ITSELF TO UNNATURAL LANGUAGE PATTERNS

LENDS ITSELF TO LOCK-STEP, THREE-GROUP, ROUND ROBIN INSTRUCTION

RACE, SEX, AND ETHNIC GROUPS STEREOTYPED IN EARLY VERSIONS

LACK OF INDIVIDUALIZATION

DETAILED MANUALS LEAD TO RIGID ADHERENCE AND CRAMP CREATIVITY

TRANSPARENCY 30

INDIVIDUALIZED APPROACH

STRENGTHS

SELF-MOTIVATING
SELF-SEEKING
SELF-PACING
SELF-SELECTING

CHILD PROGRESSES AT OWN RATE

REGULAR INDIVIDUAL PUPIL-TEACHER CONFERENCES

SMALL GROUPS FORMED AS NEEDED FOR SPECIFIC PURPOSES

APPROXIMATES REAL WORLD SETTING; ENCOURAGES WIDE READING

COMPETITION AND COMPARISON DIMINISHED

CORRELATES WELL WITH OTHER PROGRAMS

WEAKNESSES

REQUIRES AN ABUNDANCE OF BOOKS ON A VARIETY OF LEVELS AND TOPICS; A MINIMUM OF 20 TO 30 BOOKS PER PUPIL ESTIMATED

TEACHER MUST BE KNOWLEDGEABLE OF CHILDREN'S LITERATURE

TEACHER MUST BE ABLE TO TEST, ANALYZE, AND PLAN PERSONALIZED PROGRAMS FOR EACH STUDENT

PUTS HEAVY CLERICAL BURDEN ON TEACHERS

DANGER OF INSUFFICIENT SKILL DEVELOPMENT

TRANSPARENCY 31

STRENGTHS

SELF-PACING

SERIES OF CAREFULLY PLANNED STEPS; EACH STEP CONTRIBUTES TO EVENTUAL ACHIEVEMENT OF OVERALL OBJECTIVE

PUPILS WORK INDEPENDENTLY

EFFICIENT LEARNING; DESIGNED TO PROMOTE SUCCESSFUL PUPIL RESPONSES

COMPLETE SYSTEMS AVAILABLE

WEAKNESSES

PROGRAMS MAY QUICKLY BECOME MONOTONOUS

PROGRAMS OFTEN NOT SUFFICIENTLY CHALLENGING OR BROAD IN SCOPE

MORE ABLE LEARNERS MAY BECOME BORED

USES ONLY SHORT ANSWER/SHORT PARAGRAPH TYPE EXERCISES

CORRECT RESPONSE OFTEN MADE WITHOUT THOUGHT

CLOSE ADHERENCE TO MANUAL LEAVES LITTLE ROOM FOR CREATIVITY

TRANSPARENCY 32

THE FIVE KEY COMPONENTS OF SUCCESSFUL VOLUNTEER EFFORTS

1. RECRUITMENT
2. TRAINING VOLUNTEERS
3. EFFECTIVE USE OF VOLUNTEERS - TRAINING TEACHERS
4. OVERCOMING STAFF RELUCTANCE
5. OVERALL PROGRAM ORGANIZATION

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